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ABSTRACT

This monograph is the report of an experiment to utilize technology to assist in the addressing of a major national concern: the education of troubled youth. The major concern is whether satellite-assisted, interactive television can be utilized effectively to assist in conferencing, workshops, and other information sharing and problem solving endeavors. This question is addressed in five major sections: (1) Introduction, (2) the Framework for Networking and Interagency Collaboration, (3) the Satellite-Assisted, Interactive Television Conference, (4) Assessment, and (5) Implications and Directions for the Future. The Framework deals with what is known from national reports and studies about the problems of educating troubled youth in America, and presents a theoretical perspective about the problem, as well as concepts and ideas about networking and interagency collaboration. The Conference section details the background of and planning that went into the 2-day conference, highlighting the conference design and its proceedings. The Assessment section reports on the extensive conference evaluation which was conducted. The final section looks at the lessons learned from this first experience, alternative telecommunication technologies, ideas to develop networks, and targets for reform. The Appendix includes lists of participants and conference implementors, as well as summaries of major national reports and supporting documents. (Author/CHC)

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NETWORKING FOR INTERAGENCY COLLABORATION:

INTEGRATING TECHNOLOGY AND HUMAN SERVICE DELIVERY

Report of a Satellite-Assisted Interactive Television Conference

Edited

by

Alan R. Brown
Arizona State University

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It is clear to us that efforts of this magnitude could not be accomplished without strong efforts above and beyond the conceptualization, design and planning. Gail Chadwick and Mary Blask from the Teacher Corps project at Arizona State University kept the pieces together for the conference and monograph, respectively. Aside from providing continuity between the consultants, the Interagency Task Force and the Loop Office, Gail took major responsibility for the development of the case study material and every aspect of the conference. Mary Blask coordinated all aspects of the development of this monograph from its inception, attending to the numerous details necessary to put it into print, and only moderately tolerating procrastination from its editor.

Finally, we are of course very grateful to the panelists, moderator, technical staff and others who participated in the conference and to the contributing authors of this monograph.

Vivienne F. Williams
Alan R. Brown

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INTRODUCTION

Roland Goddu

There are times when a history of an experiment is the story of the beginning of an exploration. This is the case herein. This monograph is the report of an experiment to utilize technology to assist in the addressing of a major national concern: the education of troubled youth.

The conference focused on the establishment of local networks of public schools and other human service agencies. The plan was to bring key people together, at local sites, who are or could be critical in the lives of troubled youth with the expectation that they would begin to find ways to work together for the benefits of youngsters and families at risk. The formation of networks and/or the establishment of plans and models for integrating youth services in each local area were the hoped for outcomes. These were seen as beachheads in the quest to change schools and schooling in urban America and more immediately, and simply, to provide better services and support to these youngsters in hopes of retaining them in schools and facilitating their education and development.

While those outcomes were lofty, the hopes were greater than the expectation that this would be accomplished to the same degree at each local site. Readiness, willingness to work together, sophistication and understanding of the problem varied between and within sites. It was therefore acknowledged prior to the conference that if people came away with more knowledge of the nature and scope of the problem, a willingness to meet again and work together, some awareness about networking and interagency collaboration as possible intervention strategies, experience in the problem solving process and greater awareness of other agencies and people on their "home field", then this would have been a worthwhile endeavor. The record shows that this and more was accomplished.

While the above was aimed at addressing and impacting the social and educational problem, another issue was prevalent — the "delivery system." Essentially the question was how to hold a conference for 250-400 people representing each of ten sites, while having limited funds that would allow for the travel costs for less than 30 participants. The more cental question was, given declining resources and increasing travel costs — can media technology be utilized effectively to assist in conferencing, workshops and other information sharing and problem solving endeavors? To this end, satellite-assisted, interactive television was selected as the medium to test out.

This monograph is divided into five major sections: Introduction, The Framework for Networking and Interagency Collaboration, The Satellite-Assisted, Interactive Television Conference, Assessment, and Implications and Directions for the Future. Also included is an Appendix.

The Framework deals with what we know from national reports and studies about the problems of educating troubled youth in America. It also presents a theoretical perspective about the problem. Concluding this section are concepts and ideas about networking and interagency collaboration. The Satellite-Assisted, Interactive Television Conference section details the background of and planning that went into the two day conference. It highlights the conference design and its proceedings. The Assessment section reports on the extensive conference evaluation which was conducted. The Implications and Directions for the Future section takes a look at implications of the conference and recommends directions for the future. The Appendix covers participants and conference implementors, as well as summaries of major national reports and supporting documents.

This was a very complex undertaking. The event, itself, captured the time and energy of ten groups of people in very distant and disparate places for at least two days of professional interaction. What is evident is that a great many were captivated by the effort to apply advanced technology to an adult learning situation. They were further motivated by the opportunity to work through a possible strategy to address a major social problem.

The total effort required more. It integrated the ideas of many. It demanded that energy and commitment go beyond what can be described as the development of processes and products. It called for considerable risk taking, sensitivity to the readiness and needs of others, a vision as to what could be, and a sense that solutions to complex problems are possible and that now strategies must be developed and attempted.

This event should be seen in perspective and not in isolation. It was an effort 1) to help disparate groups learn and work together, 2) to build a needs responsive collaborative event, 3) to utilize advanced technology and 4) to explore networking and other strategies as possible approaches to a major social concern. The organization, political, and intellectual dimensions of the effort will become clearer as more such efforts are attempted, reported and compared. This report is presented as one part of what we hope will be a broader effort to effect necessary change and advance knowledge.

Those who have nurtured the effort from its beginnings welcome your reflections in the hope that the ideas will be clarified, tested and advanced as a result of these efforts.

THE FRAMEWORK FOR NETWORKING AND INTERAGENCY COLLABORATION

Alan Brown

The failures of the American public school system have been highlighted in a great many national studies and reports over the last ten years. Several of the major reports are summarized in the Appendix. To focus on these is not to deny the unprecedented and impressive successes of the American education system nor to jump on the bandwagon of indicting schools for all of society's ills. It is merely to point out that we, as educators, have some unfinished business. Reforms are vital to make schools more responsive to the needs, expectations and demands of a rapidly changing society. While progress is being made, that task is not yet complete, nor is it likely that we're doing the best job we know how to do — given current knowledge.

The recently published Urban High School Reform Initiative[1] acknowledges the needs, aspirations and changing conditions that challenge educational leaders and other thoughtful citizens to look carefully at today's urban secondary schools — to reinforce that which is good, useful and productive, to re-shape or discard those practices that are outmoded, and to develop new, creative approaches to emerging needs and problems.

Five major reform themes are identified in the report. High on the list is the whole area of School-Community Development — which is one of our major focal points. School-Community Development consists of two major notions: networking and coordinated youth services.

Networking is a response to the increased isolation of local schools from community support and is designed to restore confidence and bring a halt to the increasing public disenchantment with schools by allowing for continuous interchange between the general public and educators.

Eight areas crucial to networking have been identified, but it is clear that schools could quite easily double and triple the following list:

Improving Public Relations to give more balanced views of schools
Improving Parent Involvement for greater use of people resource
Improving School Facility Use after hours for adult education - social agencies
Improving Agency Ties to promote art and culture
Improving Business-Labor-Industry Supports to build partnership and linkage between education and work
Improving Higher Education Supports to bring higher education resources into the schools.

Networking involves essentially an open door policy that has been initiated by the schools and allows for an ongoing dialogue that would alert "outsiders" to the crucial needs and successes of their schools.

Coordinated youth services is the second major component of School-Community Development. Over the years many systems and institutions have been created to serve youth: education, health, social service, juvenile justice, to name the major ones. These presently operate in a fragmented and disconnected way from each other. There are any number of existing reasons why this is so: different

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[1]U.S. Office of Education, Department of Health, Education and Welfare, **The Urban High School Reform Initiative: Final Report** (Washington D.C.: GPO, September 1979).

philosophical frameworks, agencies' structures which impede cooperation, limited or even specialized training of practitioners which narrows or builds walls, turf concerns, etc. Regardless of the reason, the effects appear to be mostly negative to users of these services — particularly if they are from low income families.

Typically the result of fragmented or disconnected services is that some needed services are not available or others are duplicated. Many times these duplications use limited resources and prevent other needed services from developing. Further, oftimes youngsters seeking or in need of service from agencies have multiple problems requiring services from more than one agency. This happens because the organization of services into narrow categorical units tends to fragment resources needed by multi-problem families. As a result clients often get caught up in the "referral game" between agencies with the resultant effect of poorly coordinated and integrated "treatment/education plans". It also has been demonstrated by numerous studies that in referral situations — only about one-third of those referred ever get any service at all.[2] Many simply don't show up — presumably because of increased anxiety and/or anger about being "shuttled" around.

A hopeful approach to reducing this problem is one of interagency coordination and linkage with schools. Several models have been developed whereby schools have taken leading responsibility for coordinating and integrating community resources in response to students' needs. These programs attempt to help students stay in school by building a support system of social service agencies that plan together and attempt to integrate services to the maximum benefit of the student and to maximize resources. This conference was designed to promote such ideas.

Rather than promote one model, however, the notion was to present the problems and assist people in learning effective problem solving. The assumption was, then, models and programs would emerge which are more relevant to local communties' needs.

The plans would hopefully result in less fragmentation of services and provide a more responsive continuum and better quality of services. Through networking, participants would identify common threads, identify gaps in and/or poor quality of services and develop those programs that could positively impact youth.

[2]Frank Riessman, Jerome Cohen, Arthur Pearl, ed., **Mental Health of the Poor** (London, England: The Free Press of Glencoe, Collier-Macmillan Ltd., 1964).

THE SATELLITE-ASSISTED, INTERACTIVE TELEVISION CONFERENCE

Roland Goddu
Mary Blask

BACKGROUND AND PLANNING

The Teacher Corps Youth Advocacy Loop

As indicated, the Satellite-Assisted, Interactive Television Conference on Networking for Interagency Collaboration was an experiment of the Teacher Corps Youth Advocacy Loop. To better understand the entire effort a few words should be mentioned about this structure. The Loop is a grouping of Teacher Corps projects which are working towards providing a more meaningful educational experience for children of predominantly low-income families who are having trouble in school, as manifested by their disruptive and/or delinquent behavior, and in many cases by the fact that they drop out of school. The Youth Advocacy Loop is one of the support systems for the Teacher Corps projects. Some of the common elements of the Youth Advocacy Projects include:

1) Strengthening the educational opportunities of troubled youth who are often "pushed out" of public schools, viewed as unmanagable, ignored, or incarcerated,
2) Assisting communities, schools, and the justice system in developing and strengthening alternatives to institutionalization or further processing of youth through the justice system,
3) Facilitating collaboration between schools, community and the justice system in addressing the needs of troubled youth,
4) Training human-service educators,
5) Creating linkages between Teacher Corps and other federal programs which have convergent interests.

Youth Advocacy Projects' personnel tend to believe that youth in trouble in schools and/or with the law have very special needs. Meeting these needs necessitates substantial changes in many facets of education, and further changes are needed in the coordination and integration of human services and education. Teacher Corps projects are an attempt to make these kinds of changes.

The Teacher Corps projects involved in the Youth Advocacy Loop at the time of this effort were:

University of South Alabama ..... Mobile, Alabama
Arizona State University ..... Tempe, Arizona
Atlanta University ..... Atlanta, Georgia
Indiana University ..... Indianapolis, Indiana
University of Maine/Orono ..... Orono, Maine
Oakland University ..... Rochester, Michigan
University of Oregon ..... Eugene, Oregon
North Texas State University ..... Denton, Texas
University of Vermont ..... Burlington, Vermont
West Virginia University ..... Morgantown, West Virginia

The Loop utilizes a special decision-making activity development process. This group process consists of (a) identifying special needs of troubled youth, (b) organizing task groups of projects with specified charters and budgets to design cooperative responses to some aspect of the problem of serving troubled youth, and (c) delivering practical project site specific materials and training and reporting on these. Usually yearly, the group as a whole identifies the special needs which will be the priorities of focus for the coming year. In 1977 it was felt that

troubled youth were not well served educationally and socially because: 1) Teachers are not trained appropriately to deal with them; 2) Schools have programs and policies that are unresponsive to them; and 3) Youth serving agencies do not coordinate and integrate the services provided to such youth resulting in huge gaps and overlaps in services and service delivery. During 1977 and 1978, an analysis of the Teacher Corps Youth Advocacy projects indicated that the projects were working largely on the first two concerns: the preparation of teachers to deal with troubled youth in their classrooms, and the development of programs and policies that facilitate responsiveness in the schools to the needs of troubled youth. Lacking was an activity to develop coordination and integration of services between and among agencies serving troubled youth.

In 1978, the Loop projects developed a group-wide activity for all projects which would address the coordination and integration of services. The topic Networking for Interagency Collaboration was selected. The Loop established a task force to address the topic.

Planning Design

At its first meeting in October, 1978, the Interagency Task Force began exploring approaches to address the interagency collaboration concern. Several approaches were discussed. In January of 1979 the task force decided to focus on the development of a Training Conference dealing with interagency collaboration to serve troubled youth. The initial planning then began. A reiterative approach to planning was used. Members of the Task Force met with various experts in the fields of networking and interagency collaboration, visited exemplary models for interagency collaboration and continued to meet with each other. A conference was planned and the next step was to organize the conference delivery system.

The notion of using television for on-site delivery of the conference to limit travel costs and to maintain site identity was discussed. The issue to be addressed was — can one use television based technology to deliver a problem solving oriented conference that would bring together the necessary people at a local site who are critical in the lives of troubled youth and in the agencies serving these youth?

A traditional conference would allow one or two persons from each site to attend. Several problems exist within the concept of having representatives participate and transport the information back to the local sites. These are:

1) information is lost in transmittal
2) it doesn't allow for the discussion of a variety of local perspectives as the content is delivered
3) The concept and feeling of team development (so critical to the formation of networks and cooperative linkages) is lost.

An alternative explored was the use of interactive television. This technology could produce a program to be beamed by satellite to local sites where it allowed an unlimited number of people (in actuality — the number of participants is only limited by space and coordination capacity) to be involved in a common problem solving activity receiving the same information from a central source and interacting with the central source and each other. The suggested technology seemed to allow the local persons to experience a national conference without the expense of travel. It was decided to explore the interactive television approach further.

The Task Force made arrangements with the Public Service Satellite Consortium (one of the organizations in the nation which serves as a broker to assist public service organizations with the use of new communications technologies) for satellite transmission and central site pickup and production of the Networking for Interagency Collaboration Conference. A Network Coordinator was appointed by PSSC to mesh the production capability, the transmission capability, the technical

staff, the satellite scheduling, and the public television pickup arrangements with the conference schedule and the presentors and panelists. Much of this planning is summarized in negotiated agreements between the parties (See Appendix).

It seems appropriate, at this point, to provide a brief overview of the technology involved in satellite-assisted, interactive television and of the Public Service Satellite Consortium.

About Satellite-Assisted, Interactive Television

A mere decade ago, before the availability of domestic, commercial communications satellites, interactive television was not very cost effective nor readily available. Today, because of satellite systems like the PBS/Westar I system known as the "Public Television Satellite System," non-broadcast interactive television is both readily available and economically feasible. It is called "non-broadcast" because this kind of telecast is not intended for the general public. The many or few Public Television Stations receiving this program off satellite are arranging for discrete viewing by a select audience.

The impact of this discrete viewing is felt most significantly by the people doing the broadcasting, those individuals who actually put together the telecast and who may appear on camera. Through interactive television these people know who they are reaching, and they can adapt their program format accordingly. They don't have to be "actors," at least not in the traditional TV-sense of the term. They may present themselves and their ideas just as they would if they were talking in person.

The term "interactive" in the nomenclature of this medium indicates that members of the viewing audience are not to be passive recipients of information (as in conventional broadcast TV). Even though a camera may not be pointed at them, they are expected to play a part in the telecast. All voices can be heard. If interaction were not desired in this communication process, it would not need to be telecast live to a location — it could be more simply pre-recorded and mailed for discrete viewing at a later time. Obviously, then, participant interaction in interactive teleconferences is encouraged.

Following is a brief description of how this technology works:

- A studio similar to (but probably not nearly so sophisticated as a full-production, broadcast studio) is booked for the telecast. A technical director, cameraman, and all associated personnel and equipment are put in place.
- The video/audio signal coming from the studio may be cabled, microwaved, or a combination of both, to the nearest available "earth station," or "satellite uplink facility."
- At the earth station, using a powerful transmitter and a large dish-shaped antenna, the signal is beamed to the satellite.
- Twenty-two thousand, three hundred miles above the earth's equator the satellite receives the signal on a "transponder" which was prearranged exclusively for this telecast. The transponder processes the signal and beams it back to the U.S., making the beam form a wide "footprint" that covers the continent.
- Of the many receive-only earth stations with the technical capacity to "see" and "hear" the satellite, only those associated with the discrete viewing sites are solicited to do so. Receive sites on the Public Television Satellite System are always PBS stations. Audience/participants may be gathered in an appropriate viewing room at the station, or arrangements for "final-mile" distribution to some out-of-station viewing room may be made.

- If out-of-station viewing is arranged, the video audio/signal is again channeled through cables, microwaves, or a combination of both, to wherever in the community it is most appropriately viewed (based on numbers of audience/participants and the local, technical parameters).
- Provisions are made at the viewing location for interaction. Normally this is provided by some conventional telephone service (direct-dial, collect, toll-free) back to the studio where the program is originating. Calls are "mixed into" the outgoing audio from the studio so that all audience/participants can hear the caller at the same time the people on camera are hearing and responding.

No satellite system or network exists solely to facilitate non-broadcast occasional use. Occasional use, by itself, is too economically unpredictable, and too difficult to manage, to expect any commercial carrier to invest heavily in the space and ground segments of a system just for this kind of service. Consequently, non-broadcast, occasional use services such as the interactive telecast which is the subject of this monograph, are arranged around the availability of equipment predominantly dedicated to on-going services. (The Public Television Satellite System is dedicated to the distribution of national PBS programming.)

Public Service Satellite Consortium

The Public Service Satellite Consortium is a national, nonprofit organization founded in 1975 to assist public service organizations to deliver their services more efficiently through the use of the new communications technologies. The Public Service Satellite Consortium is an aggregator, arranger and broker. It is a single-source service organization which provides consultation, arranges networks for video and audio distribution of programming, performs objective studies of communications problems and proposes workable, cost-effective solutions for member and non-members organizations.

Among other things, PSSC provides:

- Through the National Satellite Network, coordination and transmission of continuing education and instructional programs for a wide range of groups
- Transmission and distribution of non-broadcast programs on NSN using existing commercial satellite systems
- Satellite uplink services through the technical facilities operated by PSSC in Denver and Morrison, Colorado
- Live origination at the television studio facilities at PSSC's Denver Coordination Center
- Uplinking via the Transportation Earth Station (TES) operated by PSSC with the capability to reach satellites in the 4/6 and 12/14 GHz bands, video production equipment, data transmission, and emergency or disaster communications capability
- Video teleconferencing facilities in Washington, D.C.
- Information services to members and acts as a clearinghouse for information on public service uses of telecommunications
- Telecommunications consultation to member and non-member organizations
- Telecommunications services to rural areas
- Planning and coordinating international satellite transmissions
- Aggregation of public service telecommunications needs so that services can be provided better, or cheaper, or both
- Liaison and coordination with major federal agencies, non-federal public service organizations, communications-related groups and the communications industry

- Participation in national and international regulatory matters to assure representation for the public service community
- The means to move the public service community from the experimental phase of satellite use to operational use of advanced telecommunications systems
- Definition and analysis of public service communications requirements
- Telecommunications studies under contract to NASA and other federal agencies, state governments, public broadcasting, national medical, church and educational bodies and other public service institutions
- Ways to realize maximum economy, reach, or efficiency for public service organizations.

CONFERENCE DEVELOPMENT AND PROCEEDINGS

Purpose and Goals

There were three major purposes established for the Loop teleconference. The first purpose was to demonstrate clearly the need for, and benefits of, local and national social service agency networking for increased efficiency in meeting the needs of troubled youth. The second purpose was to determine whether a satellite teleconference is a viable means for training and information sharing among social service agencies throughout the United States. A third purpose was to have an impact on networking in the local sites that were represented at this conference.

Preparation of Local Sites

The task of the Interagency Task Force was to begin to prepare the participating projects for the conference. First, sites needed to become familiar with this new medium for conferencing. Materials describing in detail how the technology was to function were distributed to all sites, as well as information on the substantive part of the conference.

Also distributed was a working agenda and a paper called "Process for the Preparation of Local Sites" (see Appendix). Since one of the primary goals of the conference was to build an interagency community network at each site, the preliminary task of the site team, then, was to identify the components of the network (agencies and people) and to recruit them to attend the conference. The preparation material distributed identified the following four steps which needed to be taken at each site:

1) Identification of youth problems
2) A needs assessment
3) Resource Inventory
4) Meet with the heads of the agencies to explain the concept of interagency collaboration, give an overview of the conference objectives and technology and invite, and indeed encourage, their participation.

Since the sites were remote from each other, they could not be held together by the presence of a conference. Each place expected many different social and political events to surround their presence in a room interacting with persons by means of television and long distance telephone. To bridge this gap, the planning group assured that each site had:

1) A facilitator
2) A set of material in a workbook form
3) A set of written directions
4) On-going contact and communication with the planning group

5) Access to the conference group during the conference by telephone and by structured feedback.

While organizing and preparing these materials is tedious, it is the attention to detail in this matter that helped the diverse places feel a part of a national whole. Special training meetings were held in May and September. At these meetings, directors and facilitators experienced some of the networking training which participants would receive during the conference. A pretaped presentation and the case study were viewed, and facilitators had the opportunity to ask questions of the consultants, who were also present in order to provide additional support and information. The agenda and conference materials were also reviewed, and directors and facilitators were given the opportunity to become very familiar with the technology which would be used, since they would be responsible for efficient technological functioning at the local sites. Through these meetings, and through the on-going reporting by the task group to the total group of projects the local sites were integrated into the planning activity. The connection between the conference activities and the materials was direct and made clear. (The materials prepared are included in the Appendix).

In retrospect, some of the intuitions of the planning group relative to process and design were critical:

1) Find persons who visually communicate quality and have experience with networking as a work style
2) Walk through the key concepts and presentations in advance to work out the interpersonal and communication confusions
3) Provide for back-up persons for each role
4) Have persons visible to the participants who are like them and whom they are used to relating to professionally
5) Increase planning time to improve the quality of the production
6) See the conference as a television production, not a lecture
7) Keep options open but realize that such an attitude requires the willingness on the part of key persons to invest much energy and time to adjusting to make things work.

Activity Development

The activities used in this conference required an immense amount of planning and development. This is due in large part to the very nature of the conference. As mentioned earlier, satellite distributed presentations require unique arrangements to make them most effective. It was necessary for the planning group to develop on-site activities which would lead to the accomplishment of the conference goals and at the same time lend themselves to the technological processes involved.

A prime example of this activity development process is the use of a pretaped case study — the format chosen by conference planners as an experiential learning tool for participants. The activity included viewing a half hour videotaped interview with a young person and subsequent use of the interview data in a collaborative case planning process. The entire process for the activity included development of the case study, selection of the client and activity procedures. This section will focus on development of the case study and selection of the client.

The selection of the youngster to be interviewed for the case study was approached in two ways. Five young people, ranging in age from 15-18, were selected by either referral (by a teacher or case worker) or on a volunteer basis. The youth were selected on the following bases:

•The group represented various ethnic and cultural populations.

- Each youngster had had contact with a number of agencies and expressed difficulties in coordination and delivery of services.
- The group represented a variety in problems/issues they had been involved with including child abuse, adolescent pregnancy and parenting, racial relationships, drug abuse, out-of-home placement, unemployment and school related problems.

Each of the five young persons was oriented to the overall purpose of the conference and, more specifically, to the objectives for the case study activity. Agreements to participate were signed by the youngster and by their parent or guardian.

Taping of the case studies was done at KAET-TV studios at Arizona State University. Each youngster had the opportunity to meet individually with the interviewer(s) to develop rapport and some comfort level in the studio. Each interview was approximately ½ hour long. One week after the taping each young person previewed his/her own tape, was given the opportunity to edit any portion of it and signed a second release form on the material. Each youngster was paid for their participation in the interviews and a process was set up whereby each time any of the tapes was utilized the young person would receive additional remuneration.

A planning task force composed of the Loop Executive Secretary, two project directors, the case study consultant and conference technical director chose the interview to be used for the conference activity.

At a planning meeting one month before the conference, Loop directors and conference facilitators viewed the case study tape. During this time the facilitators were given a written case history of the youngster and given the opportunity to discuss the tape with the interviewers in order to gain a better understanding of her situation.

Satellite distributed presentations require unique arrangements to help the technology work. Since satellite time is a cost premium, pre-taping of material, presentations and back up materials is required which makes the transition and lead-in and lead-out role crucial for making the schedule work. The unpredictability of interaction and panelist behavior also requires careful blocking out of time and setting of expectations and limitations on local site personnel as well as on panelists. Planning, in this case, arranged the time blocks and declared what transmission activity would occur in what block of time. The structuring of on-site activity between satellite transmission events provided distinct parameters that made the access and use of the satellite reasonable.

On-site delivery of pre-taped case studies not only limited the amount of time needed on the satellite, it also provided the local site with a way to use the television technology as an integral part of the on-site process, a planned method for making the technology real and useful to the participants. The planners worried about the style of the case study and the mode of delivery quite a bit. The utilization of on-site cassettes was a solution that promised to provide the local site with the most control of its problem solving process.

Setting

After the immense amount of planning and preparation which had taken place, the conference was ready to begin. It took place simultaneously at each participating Teacher Corps Youth Advocacy project site where varied human service agency and school personnel had been invited to address issues and concerns related to interagency collaboration. Additionally, a group of participants were brought together in Denver, Colorado to serve as a demonstration team, to provide an exemplar of local site activity for the presentors and the reaction panel and to

provide a peer group for local project sites to interact with around the problems of collaboration. All sites were linked via satellite to Denver, Colorado, where the transmission originated.

All local sites had at hand:

1) the supporting materials
2) trained on-site facilitators
3) a video cassette of the case study
4) a meeting room equipped with television monitors, a video cassette player and a long distance telephone hook-up
5) evaluation and documentation forms

The central site (Denver) had at hand:

1) a pre-taped lecture on networking
2) the instructor, trainer, narrator, panelists, director, technicians, procedures, managers, docimentor, observers
3) video cassette of the case study
4) a production facility
5) a satellite transmission up-link
6) a meeting facility

Agenda

Now all was in place and awaiting the beginning of the conference. Following is the agenda for the two day conference:

CONFERENCE AGENDA

DAY ONE

Thursday, October 25, 1979

Time and Zones				Location	
Pacific	Mountain	Central	Eastern	Via Satellite From Denver	Youth Advocacy Sites
8:00 am	9:00 am	10:00 am	11:00 am		Introductions and Overview Pre-Session Evaluation Orientation - Agency Perception Check
9:30 am	10:30 am	11:30 am	12:30 pm	Introduction and Overview Linda Alvarez Vivienne Williams Networking for Interagency Collaboration Anne Dosher Tom Adams	
10:20 am	11:20 am	12:20 pm	1:20 pm		Lunch
12:30 pm	1:30 pm	2:30 pm	3:30 pm		Video-taped Case Interview
1:15 pm	2:15 pm	3:15 pm	4:15 pm		Case Planning Process
3:15 pm	4:15 pm	5:15 pm	6:15 pm		Adjourn

AGENDA — DAY TWO
Friday, October 26, 1979

Time and Zones				Location	
Pacific	Mountain	Central	Eastern	From Denver	Sites
8:00 am	9:00 am	10:00 am	11:00 am		Opening —Review of Case Plan —Generation of Questions for Panel
8:30 am	9:30 am	10:30 am	11:30 am	Opening — Linda Alvarez Articulation of Site Plans Tom Adams Larry Holliday Betty Marler Bud Meyers Clarence Walker	
9:22 am	10:22 am	11:22 am	12:22 pm	Break	
9:32 am	10:32 am	11:32 am	12:32 am	"Implications for Social Planning, Training and National Policy" Panel Discussion and Interaction Alan Brown, Moderator Howard Higman Patricia Jefferson Emily Martin Teresa Salazar Robert Stout	
11:19 am	12:19 am	1:19 pm	2:19 pm	Networking Guidelines— Anne Dosher	
11:30 am	12:30 pm	1:30 pm	2:30 pm		Lunch
1:00 pm	2:00 pm	3:00 pm	4:00 pm		Development of Network Plan
3:00 pm	4:00 pm	5:00 pm	6:00 pm	William Smith Linda Alvarez	
3:30 pm	4:30 pm	5:30 pm	6:30 pm		Evaluation Adjourn

Participants

A complete list of participants can be found in the Apppendix. The following chart shows conference participant demographics by Site, Type of Agency and Job Category. It should be noted that this information was taken from the pre- conference questionnaires, which were not available from all participants.

Table 1

Site*	Number of Participants	Type of Agency	Number of Participants
Colorado & Oregon	15	Education	59
Arizona	18	Juvenile Justice	16
Maine	16	Health Services	10
Michigan	11	Social Services	21
Georgia & Alabama	21	Government	4
Indiana	11	Other	12
Texas	15	Not Listed	2
Vermont	17		
Total	124	Total	124

Job Category	Number of Participants
Direct Contact	51
Supervisor	26
Policy Planning	17
Other	24
Not Listed	6
Total	124

*West Virginia pre-conference data is not included in this analysis.

Roles

For any conference there are a group of people both visible and invisible who give life and responsiveness to the scene. For an interactive television conference, an additional number of technical roles are added. Some of the key major and minor roles that are needed are the following:

1) The instructor
2) The training coordinator
3) The narrator
4) The organizer/producer
5) The director
6) The sponsor
7) The expert/informant
8) The reporter
9) The audio and video technicians
10) The transmission technicians
11) The phone operators
12) The on-site facilitator
13) The connector
14) The project manager

For the Youth Advocacy Loop Interactive Television Conference, many persons played these roles. The selection, organizing, and managing of these persons, some of whom played multiple roles, was an ongoing task for the conference planning group up until air time as travel schedules, other commitments, and new needs interacted. Getting all the roles filled at the correct time required patience, fortitude, humor, and quite a bit of luck. To fill the visible and invisible roles with competent persons, be they professional or amateur, required unusual insight and

the willingness of some "friends" to fill in as necessary. The excitement comes as new stars emerge, as a special picture or interaction or audio connection works. Some of these events are fortuitous, others are planned, most take persistence. Connecting West Virginia to the interactive panel in Denver was this conference's experience with solving what almost became an insurmountable problem. Getting the site persons, the long distance operator, the Denver technicians, the panel all inter-connected for a five minute T.V. question and answer interaction took many behind the scenes calls, conversations, negotiations. The magic of this conference was the humor that became the energy that encouraged everyone to seed the solution.

For this interactive television conference, the planning group identified certain key roles:

1) The Director — who would get the show (all the technical pieces) together and ready for broadcast.
2) The Narrator — who would weave the story of the conference and present the conference on the screen.
3) The Training Coordinator — who would assure that the training materials, the instructor, the on-site facilitators, everyone was aware of the content and the learning process of the conference.
4) The Phone Operator — who would be responsible to prepare and feed the on-site persons for the interaction panel.
5) The Project Managers — who would be responsible for assuring that all the administrative details would be taken care of.
6) The Organizer/Producer — who would be responsible for assuring that the financing, support, arrangements, local commitment, personnel and technical support were all in place to make the conference go.

Those who planned this conference made these critical choices by seeking out professionals for some of these roles and by assigning themselves to others.

Professional	**Planning Group**
Director	Phone Operator
Narrator	Project Manager
Training Coordinator	Organizer/Producer

In addition, the planning group included the selected professionals to the planning decision process as equals. Thus the conference work group became a series of interconnected teams where everyone helped everyone, and each was recognized as expert in a particular role. Delivery of the conference under tight time and mode contraints was the focus of the effort.

Conference Events

The Networking for Interagency Collaboration Conference began with introductions and overviews at each local site. The first conference activity was an Agency Perception Check (See Appendix). This activity served two purposes; first, it served as a warm-up exercise for participants, and second, it assisted participants in learning about each others' agencies by exploring the various resources and domains of each. The activity was conducted simultaneously at each local site.

Then the satellite transmission began. The Executive Secretary of the Loop gave a brief explanation of the Loop purpose, introduced all of the projects and project directors, and gave a brief overview of the two day conference.

Next, all sites viewed a videotape featuring two consultants in the field of networking. A lecture on "Networking for Interagency Collaboration" by one of the consultants presented a social systems framework in which to view the individual,

family, group, organization and community, and analyzed the systems of affiliation which exist within society. Networking was presented as a strategy for social change. Some of the major concepts explored in this lecture were:

- •Purpose, function, and structure of networks,
- •Primary, secondary, and tertiary networks,
- •Networks as "intentional structures",
- •Networks to build collaboration and cooperation,
- •"Practiced wisdom" in networking, including planning, process, issues of power, information flow, linkages, and evaluation.

This lecture was supported by handouts which included charts, lecture outline, and articles on networking and human service delivery.

The remainder of the first day was devoted to on-site activities. After lunch, each site viewed a videotaped case study of a girl who had been involved in a fragmented way with eleven different social service agencies in less than two years. As mentioned earlier, the case study was selected as an experiential learning tool for conference participants, and included viewing a half hour videotaped interview with a young person and subsequent use of the interview material in a collaborative case planning process. The objectives of the case study activity were:

1) To observe a youth present information and feelings about herself
2) To observe an interview style
3) To test assumptions made about the interview content with staff from other agencies
4) To experience collaborative development of a short term and long range service plan
5) To commit agency resources and services to the youth within a comprehensive framework
6) To establish working relationships with other agencies.

The site facilitators had discussed the goal and objectives of the case study activity and had been given guidelines to the facilitation of the case planning process. Following is a summary of these guidelines:

During the observation of the interview and the case planning process, a number of important participant behaviors are necessary. They are:

1) To listen and observe the interview and to list strengths, problems, possible causes of the problems, and possible solutions
2) To convene as a social service team, following the interview, to develop a social service plan
3) To test assumptions made by other members of the team if differences in perception appear
4) To generate a list of resources for the youth from community agencies
5) To reach consensus on a short range and long range social service plan for the youth
6) To write a brief summary plan for presentation to the full conference group.

The case study activity provided several important learning opportunities within the conference. Participants became involved in a real case of a youngster who was experiencing the kinds of gaps in the social service system that the conference was focusing on. The data presented through the interview and via their facilitator was, in most cases, an accurate representation of the amount of actual data that persons at the operational level often use to make decisions about the lives of youth. The activity placed participants in a listener role and provided opportunity for them to share their perceptions and assumptions with their colleagues.

The anticipated outcomes of the exercise were:

1) Listening and observing skills
2) Testing of assumptions with colleagues
3) Team work in developing a social service plan
4) Improved communication with other agency personnel
5) Increased commitment from each agency to provide services to troubled youth through a social service network.

After viewing the case study, the sites participated in a case planning process. Each was asked to generate, collaboratively, a list of resources in the local community that could be provided to help this youngster or any other youth at risk. The next task was to develop short and long term practice treatment plans for this client, which would commit the services of appropriate agencies. They were to work as a team, negotiate differences of perception and reach concensus on the plan and steps to be taken.

At the end of the first day, each site facilitator was contacted by one of the coordinators in Denver and asked to give pertinent information regarding data gathered on the participant pre-conference questionnaire. The purpose of this activity was to provide a base of information about the local sites which would be used by panel members in Denver to develop the contents of the first panel discussion on the second day of the conference.

The second day began with a televised interactive discussion about the case planning activity conducted the day before. A panel of experts responded to telephone comments and questions from the local sites concerning the case planning session. The discussion also included summary data regarding number of participants, types of agencies represented, existence of prior networking activities and differences in issues between urban and rural sites.

After lunch there was a second panel presentation titled "Implications for Social Planning, Training and National Policy". This was also an interactive session – participants from local sites raised questions with the panel.

This was followed by an insightful review of the "Conceptual Framework for Networking", which served to focus the participants on the task of building local networks in an attempt to begin the process of providing efficient delivery of social services to troubled youth.

The last task for each site was to develop a local network plan. (See Appendix – "Network Planning Process"). This activity moved participants from a "training" mode into a "real world" mode. Their task was to work as a team to develop a plan for future interagency cooperation. The specific objectives of the activity were:

1) To identify services needed for the troubled youth population within a comprehensive framework
2) To identify resources provided by agencies within the site area
3) To list names of agencies which could make up an interagency network for future interagency cooperation
4) To identify agencies which are not represented at the training site
5) To develop a plan for a future meeting of the interagency network
6) To identify:
   a. Convener
   b. Recorder
   c. Date and place of next meeting
7) To develop an agenda for the first meeting of an Interagency Service Network for Troubled Youth
8) If an intreagency service network for troubled youth exists, the team may develop a plan to work through existing networks.

The final broadcast session was a general overview of the conference and its implications for the future. The moderator interviewed the National Director of Teacher Corps. He assessed this pilot effort and looked toward the future use of this type of technology in other educational activities. He pointed out that in this time of declining resources it seems wise to bring together disparate groups of people without having them leave their sites. He summarized thusly — "This new way of conferencing is the beginning of a new wave of the future, and Teacher Corps is determined to have a role in that evolution."

CONFERENCE ASSESSMENT

James Carey
Larry Israelite

An evaluation was conducted to determine the effectiveness of the conference. There are several reasons why a comprehensive evaluation was thought to be necessary for the teleconference. First, this was the first large-scale teleconference conducted by Teacher Corps, and the agency was interested in how participants would accept the format, and in the cost-effectiveness of the format. Second, the Teacher Corps Youth Advocacy Loop was interested in how much impact the teleconference would have on the local sites that were linked via the television network.

Goals of the Teleconference

As previously stated, there were three major purposes for the teleconference. The first purpose was to demonstrate clearly the need for, and benefits of, local and national social service agency networking for increased efficiency in meeting the needs of troubled youth. The second purpose was to determine whether a satellite teleconference is a viable means for training and information sharing among social service agencies throughout the United States. A third purpose was to have an impact on networking in the nine local sites that were represented at this conference. To accomplish these purposes, three goal areas were identified which formed the basis of conference activities and this evaluation.

1. **Goal Area I: Knowledge, Skills, and Attitudes About Networking**

   The first goal area of the teleconference was related to the overall concept of interagency networking of youth service agencies. The specific conference objectives related to this goal area were:

   a. To provide participants with information about the purpose, structure, and function of local social service agency networks.
   b. To provide networking experience through participation in a simulated network activity in which various agencies planned a program for a troubled youth.
   c. To provide participants with specific information about the youth service agencies located in their own geographical area.
   d. To improve participant attitudes towards the concept of networking for interagency collaboration.

2. **Goal Area II: Teleconferencing As A Training Format**

   The second goal of the teleconference was to explore the suitability of the teleconference format for achieving the cognitive and affective goals of this type of education activity. More specifically, the objectives of the teleconference in this area were to:

   a. Compare the costs of the teleconference format with the traditional, central-site conference format.
   b. Determine the acceptability of the teleconference format.

3. **Goal Area III: Institutionalization of Networking**

   The third goal of the teleconference was to have positive impact on the level of networking activities in the eleven Youth Advocacy sites. The specific

objectives in this goal were to:

a. Stimulate creation or continuation of formal youth service networks for interagency collaboration.
b. Increase collaborative planning for troubled youth among network members.

EVALUATION PROCEDURES

Evaluation Questions

Evaluation activities were organized according to the teleconference goals and objectives described in the preceding pages. For each of the three teleconference goal areas, specific evaluation questions were developed. The goal areas, and 12 evaluation questions, are listed in Table 2. Table 2 also includes the types and sources of data used to answer each evaluation question and the instruments used to collect the data. Later in this report, the results and discussion will be organized around the goal areas and evaluation questions found in Table 2.

Evaluation Methods

Instrumentation. The major part of the evaluation was conducted by means of questionnaires administered to participants prior to the first day's activities and at the end of the second day's activities. These data were supplemented by observation forms completed by each site facilitator, and by budget summaries provided by the Executive Secretary of the Youth Advocacy Loop. The questionnaires included three and five point Likert scale items, free response items, and a specially designed information grid for measuring the current level of networking activities. The facilitators' observation forms also included Likert scale, and free response items.

The pre- and post-conference questionnaires were designed to assess participants' perceptions of networking and teleconferencing, and to establish baseline data concerning the level of interagency networking at each local site. The post-conference questionnaire also measured participants' perceptions of each conference activity, and the overall effect of the conference.

The facilitators' questionnaires were designed to provide the evaluators with an outsider's viewpoint of the manner in which site groups worked towards the accomplishment of individual conference activity objectives. These data were used to make decisions concering the level of networking activity being demonstrated, the effectiveness of the group interaction, and the actual success of the conference in stimulating interagency collaboration for improved youth services.

Sample and Data Analysis. All participants in the teleconference were included in the sample for this study, as were each of the nine site facilitators. Data were analyzed by calculating the mean response score and the percentage of time that each response was given for every question.

TABLE 2
EVALUATION QUESTIONS

Goal Area	Evaluation Questions	Types and Sources of Data	Instruments
I. Knowledge, skills, and attitudes about networking	1. How effectively did the conference provide information about networking?	Perceptions of conference participants and site facilitators about the effectiveness of activities.	Likert scale ratings and free response questions on post conference questionnaire; observation checklist.
	2. How effectively did the conference provide simulated experience in networking?	Same as above.	Same as above.
	3. How effectively did the conference increase participants' knowledge about other agencies in each local site?	Same as above.	Same as above.
	4. How effectively did the conference promote positive attitudes about networking?	Pre- and post-conference perceptions of conference participants and site facilitators about the value of networking.	Likert scale ratings and free response questions on pre- and post-conference questionnaires.
II. [illegible]onferencing as a training format	5. Was the teleconference well executed technically?	Perceptions of conference participants and site coordinators about the effectiveness of the teleconference format.	Likert scale ratings and free response questions on pre- and post-conference questionnaires.
	6. How well was the teleconference format accepted by participants?	Same as above.	Same as above.

TABLE 2
EVALUATION QUESTIONS
(continued)

Goal Area	Evaluation Questions	Types and Sources of Data	Instruments
	7. How do the costs of the teleconference format compare with costs for traditional conferences?	Comparisons between the teleconference budget and the budget for a hypothetical, single-site conference having the same goals and objectives.	Likert scale ratings, free response questions, and networking activities grid on pre-conference questionnaires.
III. Institutionalization of networking	8. What is the status of networking in the local sites at the time of the teleconference?	Reports by conference participants of number, type, and organization of networking activities.	Likert scale ratings and free response questions on conference questionnaires; site facilitator's observation checklist.
	9. What are the perceptions of networking in the local sites at the time of the teleconference?	Perceptions of conference participants of value of and need for networking, knowledge of and contacts in other agencies.	Likert scale rating on conference questionnaires.
	10. What is the perceived role of the public schools in networking at the time of the teleconference?	Perceptions of conference participants.	
	11. Six months after the teleconference, what are: (a) status of networking, (b) perceptions of networking, and (c) perceptions of the role of public schools in networking?	Same as questions 8, 9, and 10 above.	
	12. What was the impact of the teleconference on networking in the local sites?	Comparison between pre-, post-, and 6-month post- conference perceptions and status reports.	

For the purposes of the presentation and discussion of results, responses were categorized as either positive or negative. Responses which indicated no opinion were considered to be negative.

Data analysis revealed a very high response rate for all evaluation questionnaires. Over 85 percent of the participants responded to all questions, with the facilitator response rate approaching 100 percent.

Evaluation Standards. For some of the data collected in this evaluation there is no relevant standard of comparison, because they were collected for the purpose of establishing baseline information about the status of networking at the local sites. For the data on participants' ratings of teleconference activities, standards were considered. Because ratings were so uniformly high, the high ratings themselves became the standard. Ratings that were noticeably lower were considered "sub-standard" (arbitrarily set at a positive approval rate of less than 80 percent) and were scrutinized closely.

The standard of comparison in the question of teleconference costs was a simulated budget for a hypothetical single-site conference having the same goals and objectives.

RESULTS

All Conference Activities

Before addressing the results from each evaluation question, it will be useful to look at some general perceptions reported by participants. These perceptions are accompanied by very little comment at this point in the report, but will be referenced several times in the pages that follow.

Participants' general responses to each teleconference activity were collected on the following questions:

a. Was the activity interesting?
b. Were sufficient guidelines given to enable participation?
c. Was the activity relevant?
d. Was the time spent on the activity appropriate?

The percentage of positive participant responses to each of the questions for each conference activity is summarized in Table 3. In every case, at least 60 percent of the responses were positive with the highest percentage appearing for "Interest In Case Study Planning" and the lowest for the amount of time spent on "The Network Implications Panel".

TABLE 3

Participants' General Perceptions Of Teleconference Activities In Percent

Activity	Interesting	Sufficient Guidelines	Relevancy	Time
Perception Checking	85.2*	93.9	88.5	78.1
Case Study Planning	93.2	80.0	86.1	73.2
Case Study Panel	63.3	82.0	65.8	60.8
Network Implications Panel	72.8	84.0	71.9	60.0
Network Plan Development	72.3	81.2	74.0	73.9

*Indicates percent of positive response

Goal Area I: Knowledge, Skills, and Attitudes About Networking

Evaluation Question 1

Evaluation question one was designed to determine whether the information provided about networking during the conference was sufficient to facilitate participation in conference activities. Over 80 percent of the conference participants positively rated the information presentation portions of the five major conference activities. This figure slipped to only 64 percent for the Thursday morning presentation on networking by Anne Dosher.

Evaluation Question 2

One goal of the teleconference was to provide participants with the opportunity to engage in simulated networking activity. This was accomplished through the case study planning activity and the development of a site-specific network plan. Participant attitudes towards these two activities are summarized below.

The case study planning activity was rated highly with over 85 percent of the participants responding in a positive manner. Only 71 percent thought that the collaborative planning resulted in a workable solution to the problem presented on the videotape.

The network planning activity was rated slightly lower. While 94 percent of the participants thought their groups worked well together, only 77 percent thought the experience resulted in positive steps toward the accomplishment of a formal interagency network. The responses of the site facilitators supported the views of the participants.

Evaluation Question 3

One of the major benefits of the teleconference was that it provided for the exchange of information among the participating agencies. One activity was designed specifically to facilitate this exchange. It was also anticipated that the group activities would increase the general flow of information among participants.

Only 71 percent of the participants thought they learned a lot of new information about other agencies during the agency perception check activity. They did, however, think it was relevant (88%). Eighteen percent also felt that more time on this activity would have been beneficial.

A pre- to post-conference comparison shows an increase in the percentage of participants who think they know enough about other agencies to plan with them. This figure grew from 54 percent before the conference to 61 percent on the last day.

These data also reflect a slight increase in the number of contacts participants have in other agencies. Prior to the conference only 47 percent of the participants thought they had enough, with this figure increasing to 58 percent after.

When the data gathered for evaluation question three is broken down according to institutional affiliation, a slightly different picture emerges. Participants representing educational institutions show much greater growth in this area than participants from other agencies.

On the question of knowledge about other agencies, educational personnel rose from 45.7 percent before the conference to 58 percent after. This represents an increase of almost 25 percent. This figure contrasts sharply with the 5 percent increase for participants representing other agencies.

An even more dramatic increase was noticed in the number of contacts school personnel have in other agencies. Showing a positive rating of 51.8 percent after the conference compared to 36.2 percent prior, this figure increased almost 40 percent during the two day event. The difference between pre- and post-conference ratings of individuals with other agency affiliations was just over 10 percent.

Evaluation Question 4

To determine the affect of the teleconference, a comparison was made between pre- and post-conference participant attitudes towards networking. Differences in these ratings could be attributed to conference activities. The data, however, revealed that over 90 percent of the participants had a positive attitude toward networking before the conference began, making any noticeable difference difficult to observe.

The one result which is of interest in this section is that after the conference only 77 percent of the participants indicated that their agencies would investigate networking as a means of improving services to troubled youth.

Goal Area II: Teleconferencing As A Training Format

Evaluation Question 5

The success of or failure of any teleconference can be affected greatly by its technical quality. In many instances, high quality content becomes meaningless because of poor audio or video signal, uncomfortable surroundings or any one of several technical problems related strictly to the television format. Evaluation question five was designed to determine the technical quality of this teleconference.

The quality of the television picture and sound, and the physical arrangements were rated very highly by both participants and facilitators. Over 95 percent responded positively to sound and picture with over 80 percent indicating satisfaction with the physical arrangements.

The use of the telephone was also considered in this section. Seventy-five percent of the participants thought the phone increased the value of the panel discussions. At the same time, however, many comments were made which indicated frustration with the telephone hook-ups. Participants found the phones difficult to use and experienced great difficulty when trying to reach Denver. Participants also regretted their inability to contact sites other than Denver to discuss points which were raised during several conference activities.

Evaluation Question 6

Once it has been determined that the technical aspects of a teleconference were not problematic, the question of affects takes on great importance. Participants should not only think a conference is technically well executed, but should believe that the format was appropriate as well. Evaluation question six was intended to provide information on this important consideration.

Participants were asked, prior to the conference, to indicate whether they thought the teleconference would be a good way to present information on networking. Seventy-two percent thought it would be. After the conference participants were asked the same question, and the positive response rate rose to 83 percent, an increase of approximately 15 percent. Participants were also asked to state whether they thought the teleconference was a good substitute for a more traditional face-to-face conference. Sixty-nine percent thought that it was, while another 17 percent indicated indecision.

Several free response questions on the post conference questionnaire provided participants with the opportunity to discuss what they thought were the weaknesses of the use of television in this conference, and weaknesses of the conference in general. The responses which appeared most often are summarized below.

Many participants felt that many of the content presentations could have been videotaped, mailed to the sites, and played locally. It was felt that only those which included direct interaction should have originated from the Denver site.

As stated earlier, participants were also frustrated by the phone hook-up. They had trouble getting through, and wanted the capability to interact with sites other than Denver. More use of the phones after Anne Dosher's presentation and after the case study activity also appeared desirable.

Participants were asked to indicate what they liked most about the conference. Those characteristics of teleconferencing which make it a desirable format were mentioned several times. Participants enjoyed the interaction, liked being in touch with many other sites across the country, and thought the bringing together of many experts to a single location was a very good use of meeting time. Participants also thought it valuable to learn about people throughout the country who were encountering and working with similar, if not identical, problems.

Evaluation Question 7

The purpose of this question was to determine how the cost of the teleconference compared with the cost of more traditional face-to-face conferences. This comparison will provide the information needed to determine if the use of the television medium is a cost effective means of conducting a conference.*

Table 4 contains a summary of the costs involved in this teleconference broken down into five major categories, some of which contain subcategories. The total cost of the conference was $62,541.

To compare the cost of this conference to a traditional conference several assumptions were made. First, it was assumed that all the planning that went into this conference would also have been required if the conference were in the traditional format. Only the Phoenix facilitators' meeting was excluded from this calculation. It was assumed that facilitator training would have occurred at the conference site during the two days preceding the beginning of the conference rather than weeks before at a different location.

TABLE 4
COSTS OF TELECONFERENCE BY CATEGORY

Personnel		
Consultants	11,485	11,485
Travel		
Planning	22,403	30,732
Conference	8,329	
Materials		
Conference Materials	10,008	10,008
Communications		
Conference	661	661
Other		
PSSC Charges	6,090	9,655
Site Costs	3,565	
TOTAL		62,541

*Editor's note: When the original evaluation of this teleconference was written, staff time was figured into the budget. For the purposes of this comparison, however, it was not necessary to include staff time since this was a constant — thus, the budget in this monograph is different from the budget in the original evaluation.

Further, it was assumed that the traditional conference would have been held in Denver and that an average of 16 participants would have represented each site.

The cost of transporting 16 participants from each of the 10 sites to Denver and housing and feeding them for two and one-half days is approximately $66,000. (Editors note: These costs have increased considerably since the first draft and promise to continue to increase as hotels and airfares escalate.) When this figure is added to the cost of the teleconference less those costs which were directly related to the television format, an estimate of the cost of a conventional conference results. This cost analysis is shown in Table 5.

TABLE 5
TELECONFERENCE — TRADITIONAL CONFERENCE COST COMPARISON

Cost of Teleconference	62,541
Television Format Related Cost	-20,570
	$ 41,971
Cost of Transporting and Housing 16 Participants Per Site	+66,000
Total Traditional Conference Estimated Costs	107,971
Cost of Teleconference	-41,971
Savings	66,000

The television format, when compared to a traditional conference, resulted in a savings of approximately $66,000.

A second way of viewing the preceding cost comparison is to compute the number of participants who could have attended a traditional conference in Denver using the $20,570 that was spent specifically for television related activities. With an average cost of $407 for transportation and per diem for one participant from any site, 50 individuals could have attended a conventional conference in Denver. Thus participation in a conventional conference would have been limited to five representatives from each site whereas participation in the teleconference averaged 16 per site. Attention must also be called to the fact that perhaps 30-50 people from each site could have participated. Further increasing the savings dramatically from a traditional conference.

Goal Area III: Institutionalization of Networking

The purpose of investigation in this goal area was to develop a picture of the status of networking in each of the local sites at the time of the teleconference. Both pre- and post-conference measures were included for this status study. A six-month post-conference follow-up will be conducted in April, 1980. The data from the post-conference follow-up will be compared with the information reported below to give an indication of whether the concepts and skills covered in the teleconference are being institutionalized in the local sites. That report will be available by the end of May, 1980.

Evaluation Question 8

Evaluation question eight concerns the status of networking in the local sites. The information of interest is whether networks exist and, if so, which agencies are most active.

Do networks exist? Networking in the local sites exists at several levels: interpersonal, informal interagency, and formal interagency. At the interpersonal level, 55 percent of participants frequently collaborate with other agencies in planning social services for youth. An additional 39 percent occasionally collaborate, and only 5 percent responded that they never collaborate. This active level of in-

terpersonal networking contrasts sharply with participants' responses about informal and formal interagency networking. Of the 124 participants, 40 percent responded that an interagency network exists in their community, and 27 percent responded that the network is formalized. Excluding Orono, Maine, at least three participants at each site indicated that a formal network exists. Thus, networking exists at all three levels in most sites, but the majority of participants were not aware of its existence or were from agencies not represented in a network. Participants representing educational agencies perceived the existence of networks at approximately the same rate as those representing other agencies. However, participants having different job roles perceived the amount and type of networking differently. Table 6 indicates that policy planners perceive themselves as being more active in collaboration with other agencies, but do not perceive the existence of a network as frequently as supervisors, or those who have direct contact with clients.

TABLE 6
AMOUNT AND TYPE OF NETWORKING BY JOB ROLE

		Job Roles		
Question		**Client Contact**	**Supervisor**	**Policy Planner**
I collaborate with other agencies:	Never	2%	8%	0%
	Occasionally	40%	44%	24%
	Frequently	58%	48%	76%
There is an interagency network in my community:	Yes	41%	57%	34%
	No	59%	43%	66%
The network is formally constituted:	Yes	38%	33%	42%
	No	62%	67%	58%

One final note about the existence of networks is that at the end of the teleconference, participants in eight of the nine sites agreed to meet again to continue the interagency communication fostered during the teleconference. The participants in the ninth site agreed that the network already in existence in their site was sufficiently strong to facilitate interagency planning and case study. Thus, by the end of the teleconference, at least the framework existed in all sites for a formal network that included representatives from a variety of social service agencies.

How are different agencies involved in networking? The question of how agencies are involved in networking was analyzed in three ways: (a) whether contacts between agencies were for policy planning or case planning, (b) the relative amount of activity of different agencies in networking, and (c) the patterns of interagency contact.

The 124 participants were asked to name the other agencies with which they collaboratively set policy or plan casework. Of the 523 agency contacts cited, 19 percent were for policy planning and 81 percent were for case planning. If agencies maintain contact with one another, it is most likely for the purpose of case planning.

The relative amount of activity of different agencies is displayed in Table 7.

TABLE 7
NETWORKING LINKAGES BY AGENCY AFFILIATION

	Type of Agency				
	Education	Social Service	Juvenile Justice	Nonprofit, Government & Other	Health Services
Total number of interagency linkages cited	213	157	89	33	31
Total number of planning contacts per month with other agencies	379	359	63	65	2
Number of teleconference participants who network	43*	24	12	11	5
Average number of interagency links per participant (A ÷ C)	5.0	6.5	7.4	3.0	3.1
Average number of planning contacts per month per participant (B ÷ C)	8.8	15.0	5.3	5.9	0.4

*Percent positive response

The reports of those present at the conference indicate that juvenile justice agencies maintain the highest average number of linkages with other agencies, followed by social service and education. The table also shows that representatives of social service agencies are almost twice as active in networking as representatives of education, and almost three times as active as the representatives from the other agencies listed. Table 7 should be interpreted cautiously, however, for it depicts only the networking activity of the individuals attending the teleconference.

Table 8 shows the number of linkages each major agency has with the other agencies represented at the conference. Although no particular patterns emerge from this data, it is interesting to note that three agencies have their highest number of linkages with social service agencies. At the same time few agencies have more than 20 percent of their links with the health service, juvenile justice or non-profit, government or other agencies.

TABLE 8
PATTERN OF INTERAGENCY LINKAGES

		Percent of Linkages by Agencies				
Type of Agency	Total Number of Linkages Cited	Education	Social Service	Juvenile Justice	Health Services	Nonprofit, Government & Other
Education	213	30%	31%	12%	11%	15%
Social Service	157	24%	28%	15%	20%	13%
Juvenile Justice	89	21%	21%	19%	12%	26%
Health Service	31	23%	39%	13%	10%	16%
Nonprofit, Government, and Other	33	27%	15%	27%	15%	15%

NOTE: Some percentages do not total 100% because of rounding to the nearest whole number.

Table 9 shows how each agency divides the total number of planning contacts per month among other agencies. Of particular interest on this table is the relationship between education and social service agencies. Education personnel indicated that 29 percent of their contacts each month were with social service agencies. At the same time, however, social service agencies stated that only 18 percent of their contacts are with education agencies. Also of interest is the relatively low percentage of contacts per month that most agencies have with health services.

TABLE 9
PATTERN OF NETWORKING ACTIVITY

		Percent of Contacts Per Month by Agency				
Type of Agency	Total Number of Planning Contacts Per Month With Other Agencies	Education	Social Service	Juvenile Justice	Health Services	Nonprofit, Government & Other
Education	379	48%	29%	7%	4%	11%
Social Service	359	18%	19%	24%	14%	25%
Juvenile Justice	63	17%	17%	37%	8%	21%
Health Service	2	0%	0%	100%	0%	0%
Nonprofit, Government, and Other	65	38%	15%	23%	20%	3%

NOTE: Some percentages do not total to 100% because of rounding to the nearest whole number.

Finally, a comparison between Table 8 and Table 9 indicates that even though representatives of health service agencies cited contacts with 31 other agencies, they reported that they actually plan collaboratively only twice per month.

Evaluation Question 9

The purpose of this question was to determine the perception of networking in the local sites at the time of teleconference. These data were gathered by having participants rate the effectiveness of existing networks and state whether networking activities should be increased. Participants were also asked to indicate whether they knew enough about other agencies to effectively work with them and if they had a sufficient number of contacts in agencies with which they might work. The data cited in the following paragraphs are summarized in Table 10.

TABLE 10
PERCEPTIONS OF THE VALUE OF NETWORKING IN PERCENTS

		Type of Agency		Job Role		
	Overall	Education	Others	n = 5 Policy Planner	n = 13 Supervisor	n = 19 Client Contact
Helped joint planning	58*	59.1	57.1	60	53.8	73.7
Eliminates overlaps and fills in gaps	32	27.3	35.7	0	38.5	36.8
Effective in planning casework	30	31.8	28.6	0	15.4	57.9
Improved overall quality	52	36.4	64.29	20	46.1	63.2

* Percent of positive response

Those participants who responded that an interagency network exists were asked additional questions about its effectiveness. Of the 50 participants who indicated the existence of a network, 58 percent reported that the network had helped to establish joint planning activities with other agencies. Only 32 percent indicated that the network had worked effectively to eliminate overlap and fill gaps in services, and 30 percent believed the network to be effective in planning casework. Finally, 52 percent of the respondents reported that the activities of the network had improved the quality of the total social service program in their city. Eight of the 22 respondents (36 percent) from education believed networking had improved social services, while 18 of the 25 respondents (64 percent) from other agencies believed that it had.

When these data are broken down according to respondent job classification, a very interesting pattern emerges. Policy planners have a much lower opinion of networking than either direct service workers or supervisors. No policy planners thought that networks work effectively to eliminate overlaps and fill gaps or that networks are effective in specific case review and planning. For direct service workers, these figures are 16.7 percent and 27.5 percent respectively. Twenty-five percent of the supervisors thought that networking eliminates overlaps and fills gaps, while only 10 percent thought networking is effective for review and planning.

Supervisory personnel also appear to have a lower regard for the degree to which networking has helped to establish joint planning among agencies and whether it has improved the quality of the total social service program in each local site. For both of these questions, policy planners responded in the affirmative approximately 35 percent of the time. For the other two groups, positive response levels ranged from 50 percent to 57 percent.

Over 90 percent of the participants agreed that networking is a valuable tool for policy and case planning and that the current level of collaboration among agencies should be increased. In contrast to these findings, even at the conclusion of the conference, the level of knowledge about and contacts in other agencies was not very high. Only 6 percent of the participants thought they knew enough about other agencies and only 58 percent felt they had sufficient contacts.

An even more interesting indicator of current attitudes towards networking can be seen when these data are broken down according to the institutional affiliation of the respondent. As reported under evaluation question three, the level of knowledge and number of contacts differs depending on the type of agency being represented.

Evaluation Question 10

The role of the public schools in the development of networking activity is of interest for several reasons. First, they are the agencies with which youth have the most contact between the ages of six and seventeen. As a result, the school should be in a very advantageous position to coordinate youth services. The second reason is that almost half of the participants in this teleconference represented educational institutions of various levels. Finally, one mandate of the Teacher Corps Youth Advocacy Loop, the conference sponsor, is to determine the extent to which school currently serve troubled youth. Participants were asked to respond to several related questions:

1) Whether the schools feel it is their role to help troubled youth
2) Whether other agencies think a role of the schools is to serve troubled youth
3) Whether schools are easy to work with
4) Whether schools seek the help of other agencies in working with troubled youth.

Table 11 summarizes the percent of positive response of individuals from education agencies and those from all other agencies combined for each of the four questions listed above.

TABLE 11
PERCEPTIONS OF THE SCHOOL'S ROLE IN THE TREATMENT OF TROUBLED YOUTH

		Education Agencies	Other Agencies
a.	Schools see role is to help youth:	51.4*	27.7
b.	Others see role of schools to help youth:	60.3	58.4
c.	Schools easy to work with:	41.4	24.6
d.	Schools seek help from other agencies:	39.7	35.2

* Percent of positive response

Slightly over 51 percent of the school personnel think that educational institutions perceive serving troubled youth as one of their roles. Of the personnel in other agencies, only 27.7 percent think schools perceive this as one of their roles.

The question of whether outside agencies think schools should serve troubled youth reflected much more consistent results. For school personnel the positive response rate was 60.3 percent with the figure dropping only slightly to 58.4 percent for personnel from other agencies.

The question of whether schools are easy to work with once again leads to rather inconsistent results. Approximately 41 percent of those who work in the schools think they are an easy institution with which to work. Individuals who work with rather than for schools responded positively only 24.6 percent of the time.

There seems to be general agreement about whether schools seek the help of other agencies for working with troubled youth. Slightly under 40 percent of the school personnel, and just over 35 percent of the other agency workers, thought schools do look elsewhere for help.

CONCLUSIONS

This section will consist of a general discussion of the results of each evaluation goal area and recommendations in three areas: (a) how teleconferencing might be successfully used again, (b) what changes might be made in the format to make it more effective and efficient, and (c) what might be profitable approaches to increasing interagency collaboration in the local sites.

Goal Area I: Knowledge, Skills, and Attitudes About Networking

The conference activities which appeared to be most interesting and relevant to participants were those in which interaction occurred. Participants felt that many of the purely informational presentations could have been made just as well on videotape and viewed by the sites on an individual basis.

An interesting, and perhaps more effective, alternative might be to prepare packets containing much of the information presented at the conference and use the satellite time for more interaction. Participants might ask questions or engage in activities in which those at the central site could participate. In either case, a future teleconference might be better if the straight presentation of information were limited.

Results from evaluation question two, although very positive, show some participant frustration with the lack of conclusive results in the simulated networking activities. In all cases the activities were perceived as being important, but the

products which resulted were less than optimal. This problem could be easily overcome by structuring participant activities more carefully and by showing participants concrete examples of the products they are trying to create.

The teleconference left no doubt that the level of knowledge agencies have about each other is severely lacking. This is especially true among participants representing educational agencies, with almost 40 percent believing they don't have enough knowledge of other agencies and over 50 percent believing they lack sufficient contacts with other agency personnel. It is clear that an attempt should be made to reduce these two deficits.

One goal of the conference was to improve participant attitudes towards networking for interagency collaboration. The data revealed that there was little room for improvement; attitudes were highly positive before the conference ever began. However, the opportunity for intra- and inter-site confirmation of this attitude was probably quite valuable. Because the positive attitude already exists, the direction which further networking related educational activities take should be in the area of skill building and developing administrative support systems which will actively encourage and promote collaborative efforts in serving troubled youth.

One result which was of particular interest given the high degree of support for networking at all sites was that 23 percent of the participants stated they would not investigate networking as a means of improving youth services. When scrutinized a little more closely, this figure can be easily explained. At the conclusion of the conference, one site (Maine) decided not to meet formally as a network. Their reason was not that they didn't see the value, but rather, that they already had a successful informal network and wanted it to continue. Preconference data also revealed that a small number of participants were already satisfied with the networks that existed in their sites. These two pieces of information probably account for the 23 percent negative response to the question on the further investigation of the use of networking activity.

Goal Area II: Teleconferencing As A Training Format

With the exception of the telephone problems cited earlier in this report, the technical aspects of the conference were excellent. Audio and video transmissions were crisp and clear, and the facilities at each of the sites were more than satisfactory. The call-in feature of the conference was important and should be improved before the next conference of this type. A system for a group conference call (such as the Kellogg System) would enable all sites to be linked by phone and should enhance the interactive portions of a future conference.

The teleconference itself was very popular with participants: 83 percent indicated that it was a good way to present information on networking. At the same time, however, only 69 percent stated the teleconference was a good substitute for a more conventional conference. Some possible explanations for these findings follow.

Although participants generally liked the conference format, they did identify things that they thought were more successful than others. They enjoyed the interaction it provided, liked being in contact with other people from all over the country, and valued the concentration of experts in one location. In short, participants recognized the specific characteristics of teleconferencing that made it valuable.

Participants also recognized the format's limitations. For example, they did not favor conference activities which were purely informational in nature. Live presentations of this type tend to be more stimulating and effective. They also

recognized that having experts on hand provides more structure and more feedback on activities than only being able to ask a few questions via telephone.

There are several alternative methods by which the presentation of information could have been conducted. Information packets, prepared by the content consultants well in advance of the conference, might have been mailed to all conference participants. They, in turn, would have come to the conference with the basic knowledge required for participating in many of the activities. Transmission time could have been used for extended interaction periods, detailed structuring of site activities, presentation of model conference activity outcomes, and direct feedback to participants about their work. This approach to utilizing the particular characteristics of the interactive television format might have resulted in more efficient and effective use of conference time. Even if it were not practical to mail packets to participants prior to a teleconference, it might be possible to hand out packets at the conference sites and include worksheets so that participants can participate actively. If linked by a conference call telephone network, the participants at all sites would even be surveyed for their attitudes or for status of activities in their sites. Information collected in this manner could be reported back instantly and used as input for discussion commentary, or for guiding conference presentations.

This was an expensive conference no matter how it is viewed. Even so, it was less expensive than a conventional conference of equivalent size. At the same time, it was much more expensive than a second teleconference planned by the same group would be.

A significant amount of the conference cost was spent on planning ($35,500). It is very easy to conclude that a subsequent conference would not require as much planning. This was the first conference of its kind by this agency, and its success was crucial; thus, the heavy planning emphasis. Another factor related to planning is that much of what was reported in planning expenses was actually a combination of logistical planning and development of a cohesive approach to networking. That is, the conference planners were designing more sophisticated approaches to the question of how one develops a social services network. Planning for this conference was thus very content centered. If future conferences did not require this content planning, the planning component would be far less costly.

Extensive documentation, evaluation, and dissemination costs ($15,000) were included in the budget for many of the same reasons as the extensive planning. The Youth Advocacy Loop wanted to carefully document the conference activities so others could see how it worked, what it did, and whether teleconferencing should be used more requently in coming years.

In conclusion, three important points should be made. First, if a more normal amount of planning, documentation, and evaluation went into a second teleconference, it would cost almost $50,000 less than this one. Second, the total cost of a second teleconference would be less than the cost of participant travel alone to a central site ($66,000). Third, without television, a conference of this scale would never have occurred because of travel costs and the inability of agencies to free personnel from regular job responsibilities. With the failure of budgets to keep pace with the rapidly increasing cost of travel, teleconferencing presents a very useful alternative to traditional conference practices.

Goal Area III: Institutionalization of Networking

Networking does exist, but mostly on the informal level. At least a small, formal network existed in all local sites prior to the teleconference, but most

teleconference participants were not involved. By the end of the teleconference, eight of the nine sites had a framework for a larger, formal network.

An important follow-up to the teleconference could be work by the Teacher Corps project in each local site to ensure that this positive beginning does not die of lack of support. For development of networking in locations not involved in the teleconference, a productive approach might be for public school personnel to identify and seek participation in the small networks that already exist in most urban areas.

Another approach to expanding networking might be to aim efforts at high level administrators. They collaborate more than any other job role group, but don't see their efforts as networking. Public schools might take the lead in organizing these already active collaborators into more formalized groups, and then building participation downward to include supervisory and client contact personnel. On the other hand, the greatest volume of contact between agencies is for informal case planning among client contact personnel. A parallel approach to institutionalization may then be to build up activity at this level until decisions about networking are forced at higher levels.

Although the impetus for this teleconference was from educators (Teachers Corps), social service agencies are the most active group in networking. Social service agencies emerge as the "hub" of networking activity, doing more business with a balanced representation of other agencies. One of the quickest routes to a broader networking for public schools might be to "buy into" the activities of the social service agencies. About half of education agencies' contacts are with other education agencies, a very inward-looking pattern. Conversely, social service agencies' patterns of contacts are evenly distributed among all agencies. If a goal of networking is to coordinate services from all agencies, then education agencies must broaden their perspective. Health service agencies are involved least in networking and should be targeted more heavily for inclusion.

There is over 90 percent agreement that networking, in theory, is valuable and that the current level of collaboration should be increased. In contrast, perceptions of the value of current networking efforts were quite low, ranging from 30 percent to 58 percent positive ratings; and perceptions of sufficient knowledge and contact for effective networkings were low, ranging from 58 percent to 61 percent positive ratings. Thus, the climate for change seems quite good, because participants perceive their capabilities for networking and the effectiveness of current networking efforts to be far below the level that they would like to see. Now is an appropriate time for expanding training and development of networking.

Perceptions of networking differ across agencies. Educators' perceptions of the value of networking are far less positive than the perceptions of other agency representatives. To understand this difference, an investigation would need to be undertaken into qualitative differences in networking experiences among different agencies. Peceptions of the value of current networking activities are uniformly low across job roles, but vary somewhat according to the role; i.e., planners think it helps in planning, supervisors in filling service gaps, and case workers in case planning. Institutionalization might be fostered by educating those in different job roles (particularly top level) about the value of networking at different levels.

Data gathered about the role of the schools in serving troubled youth resulted in the following somewhat surprising conclusions:

1) In general, school personnel do not see the delivery of services to troubled youth as one of their goals nor do they think personnel of other youth service agencies see that as a role of the school.
2) Both of these attitudes are echoed by other agency personnel.

3) Neither school nor other agency personnel think schools are easy to work with or that they seek the help of other youth service agencies.

In light of these conclusions, the current fragmentation in the provision of youth services is not surprising. The specific agency in which young people spend a major portion of their time is not structured to help them. Collaboration among the schools and other agencies is limited, at least in part, because schools are perceived as being difficult to work with, and not seeking the help of other agencies. Perhaps the most serious deficiency here is public education's perception that they do not have a role in helping troubled youth. Until this perception changes, there is probably little potential for drawing the schools into extended collarboration with social service agencies.

What, then, are the implications of these data for future networking efforts? Certainly, an attempt must be made to open the lines of communication among the schools and other agencies. The role of the schools in the delivery of youth services must also be clarified. Finally, and perhaps most importantly, an effort must be made to demonstrate how interagency collaboration can make the task of assisting troubled youth easier for all agencies, schools to health services, and for all personnel, direct contact workers to policy planners.

IMPLICATIONS AND DIRECTIONS FOR THE FUTURE

Alan Brown
Roland Goddu

This section will deal briefly with four areas: 1) lessons learned from this first experience 2) alternative telecommunication technologies 3) ideas to develop networks and 4) targets for reform.

Lessons Learned

In developing this conference we set out to determine if interactive television conferencing would work well in an instance where problem solving around a major social issue was called for. The evidence — both systematic and more observational — says it did. For our purposes, for our people, for our time — a major breakthrough was accomplished. Never mind that industry, business and hospitals, among others, have utilized this technology both for a long time and on a regular basis. Educators and human service people have not. Our groups have not. Most did not even know of it. We opened the door, we uncovered and broke down some resistances (we probably even created and/or firmed up others), we excited people, we made people aware of some issues, some problems, each other, we got people talking — we may have even helped some children. Hopefully we planted seeds that will result in some reforms in schools. It's too early to say for sure and if it happens down the road, we may not be able to link it causally to this conference.

Despite all these pluses there were obvious limitations. There were problems out of which stemmed learnings.

Here, briefly, are some of the things we learned and suggestions for improvement:

1) The audio interaction aspect could have been reinforced by site-to-site interaction. What would have tested the concept further would have been some video-to-video interaction — even if this consisted only in showing pictures of the facilitators, the group, the place of each field site, or of transmitting written facsimile to what sites had produced and sent on to the center by OWIP or some such technology.

   The point is that interaction in a situation where the visual is the dominant medium requires concern for providing visual-stimulus which balance the abstract (content) or human (panel) transmission from the center and visual representations from people in the field (human) and their work results, even if in the form of charts or lists (content). The medium requires pictures to reinforce if not tell the story. A major part of the story was the site work plans and the site personalities. They also need to be seen.

2) The medium allows for quality control of content. It was evident that the networking presentation and conversation had been reinforced by visuals when pretaped: visuals supporting the talk, visuals in the on-site materials. The quality of the visuals might have been enhanced if the pre-taped portions had been considered first drafts. Some of the visuals were not sophisticated or descriptive enough to enhance the concepts being presented. For example, the stages chart, while excellent to show the levels of systems, did not carry with them a time chart — a major point in the "Networking" presentation.

   On the other hand, the case study was powerful as a visual as well as content experience. The compulsion for more detail and diagnosis that surfaced everywhere immediately after the showing might have been taken care of by a short transitional statement or conversation.

3) The running of the conference needed to be supported by a person coordinating program production as someone was coordinating technology production. This role would assure that participants had a consistent idea about what was expected of them and how to behave "on-stage." This role might include the script preparation or approval role, also. Some facile writer type needs to be around to assist the key players. Some of this can be done instantaneously over an earphone; other items can be written out in advance. On the technical side, a special assistant (for crises) may have been needed to overcome some problems.

4) The facilitator role on-site might also be accompanied by a communicator role responsible for the phone and for getting information, feedback, people connected with the center contact persons. Long distance exchange requires that one person on-site accept to serve as the linker and as the interface maintainer, problem solver, and teller of what was legitimate to ask, expect, and request. Some thought might be given to sending someone out from the production center to work on-site with the facilitator rather than depend on the director. Clear communication sometimes depends on who one takes direction from. In such a diffused conference, the field site has some dependency on the center that it must accept as part of the rules of the game. Faith and hope may not be sufficient to assure the quality and discipline needed for a successful interactive event.

5) The conference agenda needs to be considered. There are actually three different agendas goning on in a parallel manner and not necessarily at the same time in different locations. There is a local agenda, a national agenda, and an interactive agenda. The local agenda is the conference work agenda plus meal schedule that the local site sets to get its task done. The national agenda is the schedule of events to be broadcast nationally but which do not require interaction. The controlling and dominant agenda is the interactive agenda. This agenda takes precedence on all others; it includes:
   a. The local to national **interactive events**, such as the panel and site phone interchange
   b. The **special events**, such as conference introduction, daily summary, daily start-up, and closing
   c. The **unique events.**

   Somehow, visually, the local sites as well as central should be aware of where they all are on these agendas. Maybe a simple color-coded schedule broadcast like a test pattern could serve that purpose. The inclusion of count down to program on this pattern would also keep everyone up-to-date.

6) The limitations of the technical delivery were minimal in this case for a pilot test. For further developments, though, certain items should be considered:
   a. Three cameras should be used for live programs. Two are just not enough for what has to be covered, especially during transitions.
   b. Written overlay should be prepared in advance identifying speakers, sites, etc.
   c. Photographic slides of sites and of other events should be prepared in advance.
   d. Consideration should be given to getting questions from the sites in advance, tape them for playback during the live panel, call the site just before their question is to be aired to allow for the site's response to the panel.

e. The possibility of voice overlay by consultants and experts should be considered.
f. Site-to-site audio interaction should be provided for. This may be more realistic if questions are taped in advance if similar or parallel questions are identified.
g. Arrange live panel in response to questions received.
h. Pre-recorded introductory and formal statements.

Alternative Telecommunication Technologies

Following is an example of alternative telecommunications technologies which could be integrated with interactive television or which could stand alone. This, of course, is not an exhaustive list, but one designed to show some of the additional possibilities.

Interactive Television and Facsimile

Some teleconferences could require an exchange of documents or graphics in order to facilitate the interaction. For example, remote sites participating in the telecast are expected to compose a "role statement" during a break in the program. It might enrich the broadcasting panel's evaluation of these role statements if they were able to examine written copies prior to resuming the telecast. This kind of interaction is made possible through facsimile transceivers, using normal telephone lines. Facsimile devices could turn a conventional interactive telecast into a genuine work session. They might be considered for occasions when the task to be accomplished culminates in a jointly composed document of some sort. In addition, if certain format restrictions are observed, hardcopy transmitted to the broadcasters may be "shot" with a television camera so that all the other remote sites can see and read the material.

Interactive Television and Slowscan

Slowscan TV is a form of television which can be transmitted over voice-grade lines (i.e., telephone) and results in a static image. Inexpensive slowscan operates in black and white and requires about 60 seconds (on the average) to update a "frozen frame." The effect is similar to a slide show.

Slowscan could be used as a supplement to feedback in interactive television if non-retrievable graphics needed to be exchanged between the remote sites and the broadcasters. ("Non-retrievable" implies that no hardcopy of the picture or graphic is generated.)

When a significant amount of blackboard or easel work is called for at remote sites, slowscan could permit the broadcasters to evaluate the charts, models or diagrams produced. If desired, these slowscan images could be transmitted over satellite so all the other remote sites could see and participate in an evaluation of their colleague's work.

Videoconferencing

Videoconferencing is two-way full-motion video and audio. It is most suited for point-to-point communications when and if studios and satellite uplink facilities are available. Both participating groups in a videoconference must be accommodated in videoconference studios and both must have their own satellite uplinks and transponders. These demands effectively narrow the versatility of videoconferencing, but for critical tasks requiring extensive interaction between two groups, the medium is very desirable.

The cost factors involved in deconferencing amount to a doubling of the space segment (two transponders, instead of one) and a doubling of the studio charges. But, because a videoconferencing conventionally links only two locations, the costs associated with multiple receive sites are saved.

Audioconferencing (Telephone Bridging System)

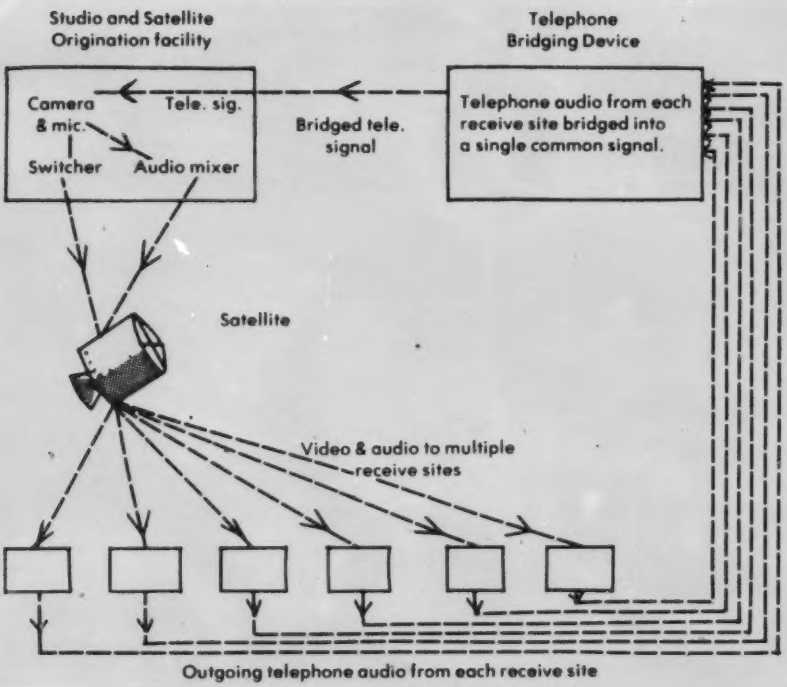
Audioconferencing is the most economical form of teleconference. The conventional "conference call" is audioconferencing in its most rudimentary form. Advanced audioconference systems employ rooms with loudspeakers and microphones (rather than conventional telephone instruments) so that groups of people can assemble at the various nodes along the network and participate roundtable-fashion. In addition, the quality problems often associated with telephone company conference calls can be avoided by employing a more sophisticated switching system.

The satellite is capable of one-way delivery of video and audio signals to multiple, properly equipped receive sites. The telephone bridging device is capable of two-way audio distribution of a bridged, common signal to multiple sites. By limiting the involvement of the telephone bridge and integrating the audio-distribution facility of the satellite, complete audio interaction between all participants (or participant-sites) in a nonbroadcast interactive telecast becomes possible.

Such a system (diagramed below) coupled with the relatively simple hardware necessary to turn a regular conference room into an audioconference center, may offer an attractive alternative to travel for the conduct of routine business.

SYSTEM DIAGRAM

The Technical Parameters of Marrying a Telephone Bridging Device and Satellite Signal Distribution


Studio and Satellite Origination facility
Telephone Bridging Device
Camera & mic.
Tele. sig.
Switcher
Audio mixer
Bridged tele. signal
Telephone audio from each receive site bridged into a single common signal.
Satellite
Video & audio to multiple receive sites
Outgoing telephone audio from each receive site

Facilitating Networks

Networks are not easy to develop. They take commitment and training and there must be obvious benefit to the participants. The latter is not always obvious. Conversely, many people often imagine first what they must give up, i.e. autonomy, time, resources, etc. This may or may not be true.

There are extensive theoretical and practical writings on networks and networking. What we believe as a result of our experience is that:

1) Ongoing training of the network participants must take place if the network is to function effectively. This training should be both in content and process. One shot events are not effective.
2) A neutral facilitator/process guide would be helpful at all meetings.
3) The benefits to all participants must be clearly identified and articulated.
4) The following networking axioms should be kept in mind:
   a. Do not expect every youth service agency to join, either at the start or as the network develops.
   b. Network leadership must identify common needs that people who work at agencies can rally around. Agencies do not respond, people do.
   c. People are the crucial elements that make networks function. All agency workers need some sort of outside support system.
   d. The leader(s) of a developing network should be relatively neutral, well-respected representatives of the agencies involved in forming the network.
   e. Training, information and resource sharing, and most importantly, communication, are the neutral beginning points of interagency cooperation that build networks.
   f. Evaluation/accountability is of great importance, yet don't start with it. Only after relationships are solidified is it necessary for the network to come to grips with service effectiveness and accountability questions.
   g. Network membership needs to get something concrete and nearly immediate from their participation. Due to survival instincts, expect the Chicago question: "What's in this for me?"
   h. Networks which "do for" agencies have a weak base. Those which "do with" keep power in local communities which results in strong support for the network.
   i. A key responsibility of network staff is to keep information flowing to agency people. Information is the oil that allows for a smooth functioning network. Know what information your newsletter/group must get out.
   j. Be cautious speaking against issues. People sound out new ideas at network gatherings . . . the need is for advice and counsel most of the time. Don't be critical of an idea until you know its implications.
   k. Do not expect network staff to know all agencies and all things. Likewise, be careful not to place staff on a pedestal and defer to their problems.
   l. Leadership ability, charisma and a cosmopolitan view of youth work issues are essential of staff and officers.
   m. Job descriptions of staff/officers need to be flexible in response to changing skills, evolving responsibilities and crisis within the network and its members.
   n. Guard against the tendency of the network organization to put its needs before those of its member agencies.

o. It is important to develop new leaders every 18-24 months. The old need to share experience/maturity with the new, and move on to other projects.
p. Despite initial reluctance, management skills need to be developed and refined.
q. Recognize and be comfortable with the brokerage of power. Acquisition and distribution of resources is the basis of power.
r. Determining what an alternative is may force focus on service survival vs. value system/lifestyle.
s. Be aware of what makes you alternative: Many established agencies can provide the same service better. Commitments to community development and social change are major ingredients.
t. Survival requires difficult choices for networks representing relatively new community youth service agencies. The network eventually will have to deal with long range funding plans, which may mean cooperation with very established agencies and funding organizations.
u. Of primary importance is the service being delivered, rather than the vested interest of those delivering the service.

5) A statement of purpose should be developed.
6) Power issues should be faced quickly.
7) The network should be conceptualized as a learning and service system.
8) An ongoing formative and summative evaluation system should be put in place.
9) Accountability and responsibility should be stressed.
10) Keep accurate documentation of experiences, decisions, etc. and refer back to these often.

Targets for Reform

Much reform needs to take place in order that we maximize benefits to youngsters and become more responsive to their individual and collective needs. Among the targets for reform are the following:

1) School System Changes
   a. Modification of policies and practices which limit full educational opportunities of youth, e.g., tracking, ability grouping.
   b. Adoption of school policies, procedures, and practices which limit referrals of youth to the juvenile justice system.
   c. Adoption of school policies, procedures, and practices which reduce pushouts and dropouts and limit the number of suspensions and expulsions.
   d. Establishment of policies, procedures, and practices which provide for the protection of rights and assure due process in disciplinary actions.
   e. Establishment of innovative educational programs and approaches for youth who require special assistance.
2) Social Service System Changes
   a. Increase public support for resources for youth services, protection of the rights of youth, and quality services.
   b. Modification and adoption of procedures and eligibility criteria which increase access to social services for youth, and modification of those policies and practices of youth serving institutions which are adverse to the positive development of youth.

c. Redefinition of agency priorities and allocation of new and reallocation of existing public and private resources to increase and improve appropriate services to which youth are entitled.
d. Establishment of mechanism for public accountability of youth serving agencies.

3) Juvenile Justice System Changes
a. The adoption of practices, procedures, policies, and statutes which provide accurate classifications and equitable disposition of cases handled by the juvenile justice system.
b. Establishment of policies, practices, and statutes which safeguard the rights of youth, assure due process, strengthen family ties, and reduce inappropriate intervention into the lives of youth and their families.
c. Adoption of statutes, policies, practices, and procedures which provide for and safeguard the rights of institutionalized youth to quality rehabilitative services, education, vocational training, and humane treatment.
d. The allocation of new and reallocation of existing federal, state and local resources to increase and improve required services which reduce the inappropriate placement of juveniles outside of their homes and communities.

This conference should be viewed as a series of beginning steps: the use of advanced technology to share information, the bringing together of many people critical in the lives of troubled youth to collaborate, the development of support systems around the schools, and the attempt to build ongoing networks.

While this conference was so highly successful in so many areas, its value will be greatly diminished if it does not provide an impetus on which to build.

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A. SUMMARIES OF NATIONAL REPORTS[1]

The Safe School Study

Between 1970 and 1973, the following indices of school crime were observed:[2]

- Vandalism cost the nation's schools $500 million annually.
- Burglaries of school buildings increased 36.7%.
- Robberies in school increased 36.7%.
- Assaults on teachers increased 77.4%.
- The confiscation of deadly weapons at school increased 54.4%.
- Rapes and attemped rapes increased 40.1%.
- Murders increased 18.5%.

Recent statistics and projections substantiate this pattern of violence:[3]

- At a minimum, 157,000 cases of crime and disruption occur in American public schools in a typical month.
- Incidence rates per month for some of the crimes committed at schools are estimated to be:
  - —9,000 trespasses occuring in 1 out of 9 schools,
  - —11,000 breaking and enterings in 1 out of 10 schools,
  - —13,000 thefts of school property in 1 out of 8 schools,
  - —42,000 incidents of vandalism in 1 out of 4 schools,
  - —2,000 thefts against secondary students (1 out of 9 students) and 128,000 thefts against teachers,
  - —280,000 attacks against students (1 out of 75) and 5,200 attacks against teachers (1 out of 200).
- About 3 million secondary school students (16%) avoid at least three places in their schools because of fear and 3% of secondary school students are afraid most of the time.
- Approximately 125,000 secondary school teachers (12%) are threatened with harm each month.
- The annual cost of replacing and repairing school property lost or damaged as a result of school crime is about $200 million.

These problems, although somewhat more prevalent in the Northeast and West and in our nation's cities, are truly national in scope.

The Safe School Study[4] included eighteen general steps which a school district might undertake to reduce the threat of crime and vandalism and improve school climate (see Exhibit 1). Schools are advised to assess the extent of their problems, highlight their findings, and make problem-solving their top priority. According to the report, schools have been successful in solving their problems when consensus

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[1]Reprinted from: Alan R. Brown, "The Challenge to Today's Youth," **Positive School Learning Climates** (Teacher Corps Youth Advocacy Loop and Developmental Training Activities, 1980) pp. 9-33.

[2]U.S. Senate Subcommittee to Investigate Juvenile Delinquency, **Our Nation's Schools — A Report Card** (Washington, D.C.: GPO, 1975)

[3]The National Institute of Education, **Violent Schools — Safe Schools: The Safe School Study Report to the Congress**, Vol. I (Washington, D.C.: GPO, 1979), pp. 74-75.

[4]The National Institute of Education, **Violent Schools — Safe Schools: The Safe School Study Report to the Congress**, Vol. I (Washington D.C.: GPO, 1979).

and cooperation of all concerned, as well as technical and financial assistance, have been obtained. According to the study, safe schools were characterized by a legitimate and effective governance program including firm, fair, and consistent discipline and a structure of incentives which adequately rewards students for their efforts and achievements. The role of the principal was found to be essential, and it was recommended that principals be freed of some administrative duties so that they could spend more time with students and teachers. Other recommendations include additional preservice and inservice training for educational personnel, reduced class size, increased personalization, new courses, and the development of supportive relationships. The study further recommends implementation of security measures designed to prevent and reduce incidences of crime. While these suggested reforms are straightforward enough, the extent of schools' needs for technical assistance cannot be overemphasized.

EXHIBIT 1

RECOMMENDATIONS OF THE SAFE SCHOOL STUDY

The National Institute of Education, **Violent Schools — Safe Schools: The Safe School Study Report to the Congress**, Vol. 1 (Washington D.C.: GPO, 1979), pp. 12-14.

1) (It was) found that while past increases in crime and violence have leveled off, there is abundant evidence of a problem requiring concerted action. In many respects school crime and violence stem from sources outside the school; but there are steps which schools and school districts can take to reduce such problems.
   a. **Crime and disruption in schools should be recognized as a significant problem, and the problem should receive the open attention and public concern it deserves.** In the course of the study, a tendency to understate or minimize the extent of the problem was sometimes evident. Progress toward solving a problem cannot be made until the problem itself is recognized.
   b. **If a school district has reason to think that its schools may have a serious problem the dimensions of which are unclear, an assessment of the problem is in order.** Some of the methods and instruments developed in the course of this study are suitable for such an assessment, though they should be used with an awareness of their limitations. This approach can also provide detailed information valuable for planning purposes.
   c. **If crime and disruption are serious problems in a school or school district, the priority given to the issue must be a primary one.** This may require some hard decisions about the relative value of other desirable goals and programs, although it is clear that educational goals cannot be achieved in an atmosphere of violence and disorder. Assigning a high priority to the issue also means that the district administration, backed by the board of education, should provide prominent, active support for efforts to deal with these problems.
   d. **School districts and their communities should recognize that schools can do a great deal to reduce crime and disruption.** If the feeling that nothing can be done pervades a school, nothing is expected or demanded of students, faculty, or administrators. Yet we found that many schools have managed to control and reduce the incidence of crime and disruption through locally developed and initiated programs.

e. **While schools can and should do a great deal to reduce crime and disruption, an adequate program to deal with the problem requires the consensus, cooperation, and resources which can come only through local planning and coordination supplemented by financial and technical assistance.** Social policy is dependent on a measure of consensus among those groups that are affected by and have an effect on social problems. Such consensus begins with the identification of goals to be sought and the means of attaining them. In order to develop an effective program to make schools safe, it is necessary that interested parties in the communities — including parents, social agencies, the police, the courts, and others — join together to plan and implement such programs. Other financial resources and expertise should be available as a supplement to, but not a substitute for, local policymaking and planning.

2) A system of governance providing an equitable structure of order characterizes schools which are working and seems to differentiate safe schools from those which are having problems. Student commitment to the school is an important factor in the safety of schools.

f. **Seriously affected schools should give particular attention to the establishment of legitimate and effective governance programs.** Such programs involve at least two things: (1) firm, fair, and consistent discipline; and (2) a structure of incentives (such as grades and honors) which adequately rewards students for their efforts and achievements. Attention should be given to rewarding diverse kinds of accomplishments (including individual improvement) and to broadening the availability of rewards.

g. **Schools and their communities should recognize that the role of the principal is important to the success of any school, but that it is the key in schools which are seriously affected by crime and disruption.** Seriously affected schools require principals who have strong leadership and administrative abilities. Recruitment and selection of such principals is essential. Attention should be given to the career ladder for assistant principals and to their movement into principalships. Specialized training of principals is also needed both in graduate schools and afterwards. Apprenticeships with principals who have demonstrated success in leadership of difficult schools is one method of training. Given the usual qualities required for this job, incentives should be available to keep talented principals in the schools that need them most.

h. **Communities and their school districts should provide the resources necessary to enable principals in seriously affected schools to exercise a leadership role vis-a-vis students as well as teachers.** In practical terms, this might mean providing the principal with the assistance necessary to take care of some of the routine business of school administration, leaving the principal free to spend more time with students and teachers. The importance of the principal as a role model for students was evident in the study. Leading by example, putting in long hours, and being visible and available were essential activities. To maintain this posture requires that principals not delegate the functions of educational leadership and maintenance of discipline to others in order to carry out the routine administrative tasks which are part of the job.

i. **Teachers and other school personnel require pre- and in-service training for making schools safe.** While the principal seems to be a key element in establishing and maintaining a governance system which produces a safe school, the teachers, their relations with the administration, and their abilities in classroom management are also of considerable importance. Many teachers report that "we weren't prepared for this" when they relate the problems they encounter in schools which have serious problems with crime and disruption. For teachers in seriously affected schools, intensive training in classroom management, perhaps provided in the summer, can be an important means of increasing their skills.

j. **Communities and their school districts should increase the number of teachers in schools which are having serious problems with crime and disruption.** Classrooms are the safest places in school, and smaller classes are associated with decreased incidence of crime and disruption. One response for a school which is having problems is to increase the number of teachers per pupil.

k. **Consideration should be given to ways of increasing the "personalization" of secondary schools.** School size, student anonymity, and alienation seem to be factors in school crime. The principal's accessibility and lower student-teacher ratios should help "personalize" larger schools. Increasing the amount of continuous class time that a teacher spends with a given group of students would: (1) increase personal contact with students; (2) in junior highs, ease the transition from elementary schools; and (3) reduce traffic in the halls.

l. **Seriously affected schools should provide more relevant courses to students, especially those who are alienated and "turned off" by school.** The perceived lack of relevance is associated with apathy and violence in schools. This is an old problem, but not an intractable one. Voluntary alternative schools and programs, many of which have a good track record with such students, should be considered as one approach.

m. **Relationships between the administration and teachers, among teachers, and between the school and the school system are important in producing safe schools and should be supportive in dealing with the problem.** "Down the line support" from the board of education and central administration to the classroom was a frequently mentioned necessity for school safety. The support of communities and parents can also help. Within the school supportive attitudes toward students can help to contribute to a school climate which makes positive identification with the school, or "school spirit," more likely to develop.

3) Security measures and procedures can be helpful in reducing violence and property loss in schools, provided they are not used as a substitute for effective governance. In the absence of adequate leadership and student commitment to the school, security measures can become just another challenge to youngsters bent on attacking the school of other students.

n. **School systems with serious problems of violence and vandalism can benefit from the hiring of additional security personnel.** The recruitment and training of such personnel should emphasize interpersonal skills as well as security functions. Security personnel can be effective in reducing crime and disruption in schools. Since they often function as peacekeepers and sometimes counselors, they should be recruited and trained to be able to fulfill these roles properly.

o. **Schools experiencing serious problems should give special attention to surveillance and traffic control in areas such as hallways, stairwells, and cafeterias, where violence and disruption are most likely to start.** Hallways especially may be strategic locations in troubled schools. The better a principal is able to control them, the better the chances of restoring order to the school. The more adult hall monitors available, the better the chances of controlling the halls.

p. **Schools and school systems should move to improve recordkeeping and reporting of serious problems to the police and other appropriate agencies.** Many systems have requirements for the reporting of incidents, but they are often not followed. School districts facing serious problems of vandalism and violence should review these requirements and, having done so, enforce them. It may be helpful to consult police in formulating guidelines for when they should and should not be called. The establishment and maintenance of recordkeeping systems and the development of reporting guidelines should be undertaken by school systems to ensure uniformity of recording and reporting.

q. **Schools and school systems in which crime is a problem should coordinate their efforts with those of local courts.** While local courts are central to the administration of juvenile justice, the schools express very little confidence in them. The schools and courts should work together to plan and coordinate their activites with regard to juvenile (and school-age adult) offenders.

r. **Schools and school systems should select security devices with care and with reference to their special needs.** There are a great number of such devices available, and they vary in utility and reliability. Principals' responses indicate that security devices in general can be effective, but schools seeking such devices and systems should also seek advice on which ones to acquire and how they may best be used. Advice from school districts which have used them can be helpful (many large city districts have), and information on their testing and certification is available from various sources.

The RISE Report

After thorough examiniation of the problems faced by California Schools, members of the California Commission for Reform of Intermediate and Secondary Education (RISE) also emphasized the need to focus the attention of all those concerned with the upbringing of youth on the solution of problems related to their education. Their recommendations included the following:[5]

- Affirm the learner as the primary client of the school. This means that learners should be permitted to make progressively more educational choices and participate in the definition of their own rights and responsibilities.
- Require demonstrated proficiency in achieving essential skills and other learning outcomes as a prerequisite to progress in an educational program.
- Provide learners with an increased range of choices for instructional programs, learning styles, location, and time of learning.
- Provide increased personalized learning.

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[5]**Report of the California Commission for Reform of Intermediate and Secondary Education** (Sacramento: California State Department of Education, 1975), pp. 7, 14-18 passim.

- Emphasize present and future needs, the development of human values, and aesthetic experiences in the curriculum.
- Provide opportunities for learners to acquire skills related to decision-making, cooperation, and understanding of others.
- Make available opportunities for career awareness, exploration, and preparation.
- Prepare learners to use leisure time in a personally rewarding manner.

In addition to these comprehensive goals for increasing and improving the educational experiences provided for youth, the Commission also recommended major reforms in the responsibilities, training, required performances, and assignments of educators, as well as in the relationships among educators and learners. The Commission recommended that:[6]

- Staff support and promote personalized learning.
- Counseling and advice be directed toward assisting learners to acquire a positive self-image.
- Institutions of higher education provide early screening, systematic training, and careful certification of preservice educational personnel.
- State licensing procedures be reviewed and improved.
- School systems develop cooperative selection and review procedures for staff.
- Procedures for evaluating and dismissing educators be simplified and improved.

The RISE Report also identified a need for new and better managed resources and for a clear establishment of responsibility for reform. Among the needs specified are predictable funding levels, effective use of community resources, regular program evaluation, collaborative decision-making, aggressive public information programs, and collaboration among local schools and institutions of higher education.

The RISE Report is probably the most comprehensive of the efforts of states to analyze the changes needed in their educational systems. It is similar to the Safe School Study in that both incorporate broad goals for institutional renewal and reform. In both cases, the achievement of goals for reform of school and schooling requires that educational planners and other personnel possess a broad range of skills, many of which they do not currently have. Furthermore, a high level of commitment and participation is required from among many groups whose members are not typically active in planning and implementing educational policy. Implementation of any actions designed to achieve these goals also requires considerable resource commitment and technical assistance to local educational agencies.

A most important factor, not to be overlooked, is that most organizations and institutions do not reform themselves. An external source is vital to be the catalyst and perhaps serve other roles — such as solution-giver, agent, process-helper, etc.

Studies of need, whether statistically based like the Safe School Study or based, like the RISE Report, on an analysis of the educational environment by its participants, stimulate problem awareness. Additional steps must be taken if these reports are also to stimulate problem solution. Most important among these steps is the development of the necessary problem-solving skills and competencies among those who face the problems on a day-to-day basis and others who are concerned.

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[6]Ibid, pp. 20, 22-24 passim.

National Panel on High School and Adolescent Education

"The American high school requires orderly reform." So concluded the National Panel on High School and Adolescent Education in its 1976 report, which raises fundamental questions about the high school's contemporary role and ability to perform its comprehensive functions, including:[7]

- What are the major achievements and/or shortcomings of the nation's high schools?
- How are high schools meeting or failing to meet individual and societal needs?
- In what new directions should the high school move?
- What role should the federal government play in facilitating change?

An essential feature of the report is the conviction that the high school has become overburdened and should share its responsibilities for youth with other agencies in the community. Major criticisms of the high school include its inability to meet individual needs while trying to reach all students; manifest unrest characterized by vandalism, violence, drug abuse, and racial conflict; and inadequate preparation of students for additional education or gainful employment. While the rhetoric of high school educators praises innovation, diversity, creativity, and change, traditional patterns persist. The emphases remain on maintaining the organization, housing students in an orderly fashion, and holding costs to a reasonable level.

The Panel recommends shifting the emphasis from the comprehensive school toward comprehensive education, arguing that the confines of one building are no longer adequate to contain all the valuable and necessary experiences for today's young person. Formal education requires diversity sufficient to reflect the variety of experiences which living in today's world demands. If a goal of formal educational institutions is the creation of the best learning environment, then education must ask, "What are the best situations in which learning can take place?" not "How do we fit such learning situations into the school?"

The President's Commission on Law Enforcement and the Administration of Justice

Another 1970's study, the report of the President's Commission on Law Enforcement and the Administration of Justice,[8] places a high priority on the need for educational personnel adequately trained to meet the needs of socially, culturally, and economically disadvantaged youths. The report points out that those who become involved in delinquency and crime frequently have a history of failure in school caused or compounded by the inability of many schools to interest students and by the tendency to ignore or push out those who fail or cause disruptions. Thus, incarcerated youthful offenders are particularly likely to be not only far behind in school, but also to associate education with their failure and rejection.

Troubled youth represent a major problem area for high schools and community agencies. These young adults are generally failed first by the schools and then by the criminal justice system. Evidence seems to indicate that legal and/or medical interventions are ineffective or counterproductive. This situation stems

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[7]**Report of the National Panel on High School and Adolescent Education** (Bronx, N.Y.: H.W. Wilson Company, February 1978).

[8]**Report of the President's Commission on Law Enforcement and the Administration of Justice** (Washington, D.C.: National Advisory Commission on Criminal Justice Standards and Goals, January 1973).

from a lack of understanding about what factors in these systems affect the psychological and social well being of children. There is evidence, however, that labeling, institutional degradation for failure, and ambiguous responses to problems are detrimental to troubled youth served by either the school or the legal system.[9]

A major trend at present is to divert youth in trouble from the juvenile justice system, frequently to the schools. The school, therefore, must improve its response to these youths since educational success has been found critical to rehabilitation. Traditional means of dealing with troubled youth (i.e., exclusion, rejection, ignoring, etc.) must be replaced by acceptance, individual program planning, and new teacher-learner relationships. The schools and the juvenile justice systems must be viewed not as opposing systems, but as partners in providing community services to youth.

Children Out of School in America

One of the most widely publicized and acclaimed studies was done by the Children's Defense Fund in 1974, **Children Out of School in America.** This study found that there were at least two million school-age children out of school in America based on census data.[10] Further, it was generally thought that this only reflected the surface of the problem. Not included in this number were:[11]

- The hundreds of thousands of children expelled and suspended and otherwise thrown out of school for disciplinary reasons.
- The countless truants who elude census enumerators and school officials alike.
- The many children whose parents do not understand English and who therefore did not correctly answer the census nonenrollment questionnaire.
- The handicapped children and pregnant girls who are listed as receiving home or alternative instruction even though we know in many instances that this is tantamount to being effectively deprived of schooling.
- The parents who do not admit to strangers that their children do not go to school. If any penalty or shame is attached to the question, truthful reporting is sure to be a problem. Truancy, preganacy, disciplinary suspension or expulsion, extreme poverty, mental retardation, emotional illness or learning diabilities, inability to speak English, key reasons that keep children out of school, are not readily offered to an interviewer.
- The approximately 85,000 children in detention and other institutions who were not considered enrolled according to the census definition. These children, as well as those who were considered enrolled, are often engaged in programs of such limited educational quality and quantity as to amount to nothing.

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[9]For example: Kenneth Polk and W.E. Shafer, **Schools and Delinquency** (Englewood Cliffs, N.J.: Prentice-Hall, 1972); W.E. Schafer and Kenneth Polk, "Delinquency and the Schools," in **The Task Force Report: Juvenile Delinquency and Youth Crime** (Washington, D.C.: 1967); David F. Greenberg, "Delinquency and the Age Structure of Society," and Arthur Pearl, "Towards a General Theory of Valuing Youth," both in Arthur Pearl, Douglas Grant, and Ernst Wenk, eds., **The Value of Youth** (Davis, Calif.: Responsible Action, 1978), pp. 55-57 and 21-23.

[10]Children's Defense Fund of the Washington Research Project, Inc., **Children Out of School in America** (Cambridge, Mass.: Children's Defense Fund, October 1974), p. 33.

[11]Ibid, p. 2.

A further analysis indicated that this only refers to those youngsters who were physically not in school. Not counted were the far greater numbers of children technically in school who benefit little or not at all. They are the functionally or partially excluded children who may remain in schools and learn little or nothing. This group includes:[12]

- The non-English speaking children who sit uncomprehendingly in classrooms conducted in English.
- The handicapped children who have not been diagnosed, have been misdiagnosed, or who have been placed in inappropriate classes where they do not learn.
- The children from whom little is expected and who are allowed to graduate from high school with markedly limited skills. (Results of the National Assessment of Educational Progress indicate that about 20% of children in school do not acquire the skills and knowledge taught in the primary grades and are left unprepared to progress either in school or toward responsible adulthood.)

Exhibit 2 charts the children who are out of school.

EXHIBIT 2
CHILDREN OUT OF SCHOOL IN AMERICA

Adapted from Children's Defense Fund of the Washington Research Project, Inc., **Children Out of School in America** (Cambridge, Mass.: Children's Defense Fund, October 1974), Chapter 1.

Category	Description	Specifications
Unknowns	There are some children who have never gone to school. Their parents or guardians do not register them, and school officials do not try to find out how many of them there are.	• Special needs children, particularly the severely mentally and physically handicapped • Immigrant children • Migrant children • Alaskan and other Native American children who live in remote areas and have no local schools, and whose parents refuse to send them to boarding schools far away from home
Excluded	There are other children who have tried to enroll at some time but who were not accepted by the school system. They want to be in school, but are told by school officials that it is not the place they should be.	• Children who register too late in the school year • Incontinent children or those with spina bifida • Children whom school officials deem "immature" • Older children who try to enroll for the first time in a new school district • Children on waiting lists for special programs

[12]Ibid.

Category	Description	Specifications
		• Special needs children for whom there are no appropriate programs, particularly the physically, mentally, and emotionally handicapped, and non-English-speaking or bilingual children • Children who are beyond normal transportation routes in remote rural areas • Children in jails
Pushouts	Some children have been enrolled in school, but later are forced to leave because of overt or convert school policies.	• Pregnant girls, school-age mothers, and married students • Expelled or suspended children • Dropouts • Dropouts who want to re-enroll and are not permitted to do so • Older children who are counseled or encouraged to withdraw. For example, parents are told to keep children at home on threat of court referral or told "we'll notify you when child can return," with no intention to readmit • Children who cannot afford textbook and other school fees • Hyperactive and other children who are told to stay out of school until diagnosed, medically or otherwise, or for whom drugs may be prescribed • Children who have come into contact with the law or who have been in training schools but seek to return to public school • Children 16 or over compulsory attendance ages • Children who fall within compulsory attendance exemptions
Partially Excluded	Still other children officially are receiving educational services, but programs are so inadequate that they make a sham of the state's responsibilities to provide schooling to all children.	• Children provided periodic homebound instruction or tutors • Children suspended from buses or extracurricular activities • Children who are misclassified and placed in inappropriate classes or special programs • Special needs children whose conditions are unidentified or unmet • Children in training schools, mental or other institutions with inadequate educational facilities and programs • Ignored truants

Category	Description	Specifications
Rejected	And there are those children who are disliked, unwanted, and otherwise psychologically harassed and rejected. Schools may not have overt policies excluding them, but they ignore their personal or family problems, and do little to make the educational experience a rewarding one for these children.	• Minority children in desegregated schools or majority white schools: the racial pushouts • Bilingual children in hostile environments • Migrant children • Pregnant girls or unwed mothers • Children who have been labeled "troublemakers" by a number of teachers • Poor children with few clothes or no money for school activities • Children who are not expected to achieve academically and are therefore not taught well • Special needs children • Children who have to comply with special rules, e.g., bringing a parent to school after suspension as a precondition for readmission

The report demonstrated that school exclusion is a major national problem. It showed that certain groups of children are singled out discriminatorily because they are different by virtue of their color, poverty, language, or handicap. A series of recommendations set forth to "correct" the inequity, including the following:[13]

- The suspension of students from school should be stopped. State and local school officials should immediately examine their school discipline policies and practices in light of the interest of children and of good educational sense. The use of expulsion, suspension, and other disciplinary exclusions should be curtailed except where serious danger of harm to persons or property exists. Fair hearings in these latter emergency cases should be held prior to or within 24 hours of the exclusion. Exclusions should last only as long as the danger persists. In-school alternatives should be devised to keep children with discipline problems in schools. Alternative educational approaches should also be more fully explored and implemented to avoid many of the behavior problems that now result in exclusion.
- State educational officials should provide (1) model discipline codes and (2) technical assistance to aid local districts revising discipline policies. To ensure enforcement, states should adopt regular local district reporting requirements whose results are used in furtherance of an established state goal for school attendance by all children.
- State and local compliance efforts should be undertaken to ensure that racial discrimination is eliminated from school discipline and special education placement processes. Local education officials should provide leadership in requesting all the help necessary from their legislatures or elsewhere to ensure their ability to meet the needs of all children.

[13]Ibid, pp. 9-10.

- School officials should undertake specific and continuing outreach efforts to involve parents in important school decisions affecting their children. These include disciplinary and other exclusions and special education testing and placement.
- Parents and children must inform themselves about and involve themselves in challenging school policies which exclude children from school. They should (1) question all school decisions which result in exclusion; (2) seek to work constructively with school officials to resolve the problem threatening exclusion; (3) keep careful records of all conversations with school officials; and (4) where appropriate, contact higher school officials, state and federal governmental agencies, and advocates who may help.
- Parents and children should seek to work responsibly with school officials on policies and practices in districts which keep children from attending school. Only when we break down the chasms that separate us one from the other, teacher from parent, administrator from teacher, children from adults, will the problems addressed here be eliminated.

Giving Youth a Better Chance

Most recently, another major report was published, **Giving Youth a Better Chance: Options for Education, Work and Service**, which fully supports and builds on the previously mentioned reports.

The Carnegie Council, mostly concerned with higher education, became convinced that they must give serious consideration to the severely competitive labor market and school problems facing youth, particularly minority group youth in inner cities. This conclusion was based on the following considerations:[14]

- There are serious inequities between the increasing resources devoted by our society to young people enrolled in higher education and the much less adequate resources allocated to those who do not enroll in college.
- Talent is lost to higher education and to society because of societal circumstances that push or pull potentially talented young people out of the educational stream at too early an age.
- Society must be increasingly concerned with the qualifications and motivation of non-college youth entering occupations that require college training; to paraphrase John Gardner: in the excellence of its plumbers as of its philosophers.
- The costs to society of unemployment and delinquency among youth, as well as of lifelong patterns of unemployment and criminal activity among adults who get a poor start in life, are a drain on societal resources for other purposes including support of higher education.
- Some institutions of higher education, notably community colleges, are increasingly involved in manpower programs for non-college youth. There is also a strong case for closer linkages than now exist between occupational education and work experience programs for both secondary and post-secondary students.

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[14]The Carnegie Council on Policy Studies in Higher Education, **Giving Youth a Better Chance: Options for Education, Work and Service** (San Francisco, Calif.: Jossey-Bass, 1979).

- More generally, the relationships between secondary education and higher education should be a continuing concern of institutions of higher education. One of the special reports issued by the Council's predecessor, the Carnegie Commission on Higher Education, entitled **Continuity and Discontinuity** (1973), was concerned with these relationships.
- Higher education is responsible for training teachers, and there is much evidence that necessary changes in teacher education have lagged behind changing societal needs.
- Some successful experiences in higher education may be applicable to secondary education, such as work-study programs, basic educational grants to cover the subsistence costs of needy students, cooperative education programs, occupational placement centers, and the encouragement of diversity within and among institutions.
- The fact that the size of the teenage population will be declining in the 1980's creates an opportunity for increasing the resources devoted to non-college youth, especially the disadvantaged, without increasing total expenditures (in constant dollars) on youth.
- Recent moves to expand manpower programs for youth are to be commended, but these are in large part rescue operations aimed at youth who have dropped out of school or who have gained little benefit from school. We are concerned about the need for more attention to the trade-off between adequate resources devoted to in-school youth and rescue operations for out-of-school youth.

They offer a set of social policy recommendations along with the conviction that there has been a plentitude of criticism of youth but a paucity of action to aid youth constructively. Below are those recommendations most relevant to schools:[15]

- Make age 16 the age of free choice to leave school, take a job, enter the military service, enter other forms of service, continue in school, enter college, enter an apprenticeship. In particular, we see no clear need for compulsory attendance in school after age 16. At age 21, young persons should be as fully on their own as possible. Special help and the sense of dependency it fosters should not go on indefinitely.
- Change the basic structure of high schools by making them smaller or by creating diversity within them or both; by creating full-time specialty schools, particularly for the grades 11 and 12; by creating part-time specialty schools — one or two days a week per student on a rotating basis — and providing one or two days a week for education-related work and/or service. We must find ways to break up the big monolithic high school and its deadly weekly routine. We believe that instruction in basic skills and general knowledge can be concentrated without loss of achievement in three effectively used days per week.
- Create work and service opportunities for students through the facilities of the high schools, making performance part of the student record. We also favor a renewed emphasis on student out-of-class activities.
- Stop the tracking of students; all programs should be individualized programs.
- Put applied skill training in private shops (with the exception of clerical skills and home economics), when not moved to the postsecondary level. The basic vocational (and academic) skills for the high school to concentrate on are the skills of literacy and numeracy — and good work habits.

[15]Ibid.

- Finance needy students through work-study programs and more effective efforts to place them in jobs.
- Create job preparation and placement centers in the high schools that will follow students for their first two years after graduation or other termination.
- Improve the capacity of secondary schools to teach basic skills by allocating more federal funds under the Elementary and Secondary Education Act to secondary schools. We strongly support the "Push for Excellence" program led by Reverend Jesse Jackson.
- Encourage earlier entry from high school into college and more programs combining the last year or two of high school with college.
- Experiment with vouchers and greater freedom of choice, particularly among public schools. Bureaucratic controls have not assured quality; competition to survive may.

B. PARTICIPATING SITES

University of South Alabama	ETV Network
Mobile, Alabama	Atlanta, Georgia
(Observing Atlanta Site)	
Arizona State University	KAET
Tempe, Arizona	Tempe, Arizona
The Atlanta Consortium	ETV Network
Atlanta, Georgia	Atlanta, Georgia
Indiana University	WTIV
Indianapolis, Indiana	Bloomington, Indiana
University of Maine/Orono	WMEB
Orono, Maine	Orono, Maine
Oakland University	WTVS
Rochester, Michigan	Detroit, Michigan
University of Oregon	Public Service Satellite
Eugene, Oregon	Consortium
(Observing Denver Site)	Denver, Colorado
L.G. Pinkston High School	KERA
Dallas, Texas	Dallas, Texas
University of Vermont	WETK
Burlington, Vermont	Burlington, Vermont
Stonewall Jackson High School	WMUL
Charleston, West Virginia	Huntington, West Virginia

This conference was telecast via Westar I Satellite from Denver through the Public Service Satellite Consortium.

A demonstration group in Denver was brought together for the purpose of this conference.

C. CONFERENCE PARTICIPANTS

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Thomas W. Hewitt, Director
Teacher Corps
Thomas M. Pennington, Director of Adolescent Services
Mobile Mental Health Center
George Ralph
Associate Professor of Counselor Education, University of South Alabama
Staff Advisor to Libra House, Mobile Mental Health Center
Lynn Traudt, Education Coordinator
Mobile Mental Health Center
Frank Turner, Resource Officer
Vigor High School

Arizona

Facilitated by:
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Donna Wharton, Team Leader, Arizona Teacher Corps Project

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Betty Baskin, Director
Child Protective Services
Clay Boyer
Adolescent Parenting Project
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Sandra Densford
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Division of Youth Services/Community Services
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(plus a social worker will participate)
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Savio House
Bill Lindsey
Social Services
Christine Manfain, Program Director
Aurario Community Center, Alcohol Counseling Program
Jannele Martin
Mi Casa
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Fran Mackowski, Youth Aide Officer
Old Town Police Department
Ted Mitchell, Native American Counselor
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Sarah Fisher Home
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Boys Clubs of Dallas
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Businessman and School Board Member
Jackie Provost, Parent
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Jean Wasik, Guidance Counselor
Montpelier High School
Philip Wells, Counselor
Washington County Mental Health Services
Herb Williams
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Charleston Parks and Recreation
(Two participants)
Family Services of Kanawha County
(Two participants)
Governor's Office of Criminal Justice and Highway Safety
(Two participants)
In-Roads
(One participant)
Kanawha County Court System
(Two participants)
Multi-Cap
(Two participants)
Patch Work
(Two participants)
Shawnee Mental Health Center
(Two participants)
Kanawha County Schools
(Two participants)
West Virginia Department of Welfare
(Two participants)
Paul McGhee
West Virginia University
Philip Rusche, Dean
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Alan Cooper, Documentor
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CONFERENCE AGENDA

DAY ONE
Thursday, October 25, 1979

Time and Zones				Location	
Pacific	Mountain	Central	Eastern	Via Satellite From Denver	Youth Advocacy Sites
8:00 am	9:00 am	10:00 am	11:00 am		Introductions and Overview Pre-Session Evaluation Orientation - Agency Perception Check
9:30 am	10:30 am	11:30 am	12:30 pm	Introduction and Overview Linda Alvarez Vivienne Williams Networking for Interagency Collaboration Anne Dosher Tom Adams	
10:20 am	11:20 am	12:20 pm	1:20 pm		Lunch
12:30 pm	1:30 pm	2:30 pm	3:30 pm		Video-taped Case Interview
1:15 pm	2:15 pm	3:15 pm	4:15 pm		Case Planning Process
3:15 pm	4:15 pm	5:15 pm	6:15 pm		Adjourn

AGENDA — DAY TWO
Friday, October 26, 1979

Time and Zones				Location	
Pacific	Mountain	Central	Eastern	From Denver	Sites
8:00 am	9:00 am	10:00 am	11:00 am		Opening —Review of Case Plan —Generation of Questions for Panel
8:30 am	9:30 am	10:30 am	11:30 am	Opening — Linda Alvarez Articulation of Site Plans Tom Adams Larry Holliday Bety Marler Bud Meyers Clarence Walker	
9:22 am	10:22 am	11:22 am	12:22 pm	Break	
9:32 am	10:32 am	11:32 am	12:32 am	"Implications for Social Planning, Training and National Policy" Panel Discussion and Interaction Alan Brown, Moderator Howard Higman Patricia Jefferson Emily Martin Teresa Salazar Robert Stout	
11:19 am	12:19 am	1:19 pm	2:19 pm	Networking Guidelines— Anne Dosher	
11:30 am	12:30 pm	1:30 pm	2:30 pm		Lunch
1:00 pm	2:00 pm	3:00 pm	4:00 pm		Development of Network Plan
3:00 pm	4:00 pm	5:00 pm	6:00 pm	William Smith Linda Alvarez	Evaluation
3:30 pm	4:30 pm	5:30 pm	6:30 pm		Adjourn

E. CREDITS AND SUMMARIES

Presenters and Panelists

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VITA SUMMARIES

WILLIAM T. ADAMS

Mr. Adams is Vice-President of the Pacific Institute for Research and Evaluation and Director of their Pyramid Project, Walnut Creek, California. As an expert in the areas of youth, criminal justice, and substance abuse, he is responsible for an international technical assistance center and information system for primary prevention activities. A sampling of his publication topics includes: social structure of correctional institutions, delinquency among boys and girls, delinquency among minorities, and drug abuse. In addition to past relationships with a variety of groups and organizations, Mr. Adams is currently involved in consultation with Teacher Corps, ACTION, Western Interstate Commission for Higher Education, Center for Action Research and the Community Resources Management Team of the National Institute of Corrections.

LINDA ALVAREZ

Ms. Alvarez was born and raised in Los Angeles, California. She received her Bachelor of Arts Degree from UCLA majoring in English Speech and minoring in Spanish and French. She has done two years of graduate work in English and Spanish at UCLA, Fordham University in New York, and the National University of Mexico.

Ms. Alvarez is presently the co-anchorperson for the 6 p.m. and 10 p.m. news on KPNX in Phoenix, Arizona. She has done several human interest reports, three of which won her awards. She received an Emmy in 1978 and two awards in 1979 from the Arizona Press Club. She has been in television for six years — three years in Chicago, one year in Los Angeles, and two years in Phoenix.

Ms. Alvarez's background has been in education. She taught in high schools and colleges in Los Angeles, New York, Connecticut and Venezuela. Her previous work experience includes working for the United Nations for two years training U.N. delegates and personnel in Spanish and she worked for the Department of Health, Education, and Welfare directing an adult education project in Chicago's Southside.

ALAN R. BROWN

Dr. Brown is the Director of the Teacher Corps project at Arizona State University and the Chairperson of the Interagency Relations Task Group of the Teacher Corps Youth Advocacy Loop. Dr. Brown has extensive background in management, training, and organizational development. He holds a degree in Clinical Psychology from the University of Texas at Austin.

Dr. Brown is a faculty member of the Department of Special Education at Arizona State University. His teaching and clinical experience has been largely in the areas of troubled youth. Dr. Brown holds membership in the following organizations: American Psychological Association, Arizona State Psychological Association, and American Education Research Association, and the Council for Exceptional Children.

Dr. Brown is the editor of two books: **Prejudice in Children** and **Modifying Children's Behavior.**

GAIL S. CHADWICK

Ms. Chadwick is currently Project Manager of the Teacher Corps project at Arizona State University. She is currently a degree candidate in the Master of Counseling program at Arizona State University, and received a B.S. in Sociology in 1976 at that university.

Ms. Chadwick's professional experiences include two years as Administrative Assistant for the Teacher Corps project at Arizona State University, and she was also the Coordinator of the Adolescent Parenting Project, a joint venture of five agencies in the Phoenix area to develop a network to effect the problem of parents who are at risk to abuse or neglect their children. She has contributed to several proposals and educational publications.

ANNE W. DOSHER

Dr. Dosher is currently working as the core consultant to a number of human service agencies. These include the Community Congress of San Diego, Inc., the Commmunity Congress College of Community Learning, The National Newtork: Services to Runaways and Families, the Bureau of Youth Development, the Alaska Youth Services Network, and the Teacher Corps Youth Advocacy Loop. Her expertise in networking is extensive. She has interest and expertise in the application of science and knowledge to human systems development, with emphasis on community based innovations and alternatives.

Dr. Dosher holds Royal Society of Arts Credentials (United Kingdom), an Associate of Arts Degree from San Diego City College, a Bachelor of Arts Degree from California State University in San Diego, and a Doctorate from Union Graduate School-West.

She is presenntly serving on the President's Council on Human Resources, California School of Professional Psychology. Other committees she has served on include Campus Executive Committee, Planning and Organization Committee, and the Faculty Curriculum Committee at the California School of Professional Psychology in San Diego. Dr. Dosher is the co-author of the book, **Innovative Approaches to Youth Services.**

HOWARD HIGMAN

Howard Higman was born on the University of Colorado campus in 1915. He attended school in Boulder and did his graduate work at the University of Colorado in Boulder. After four years in Washington, D.C., for the War Production Board during World War II he returned to the University of Colorado as an instructor in 1946. During the course of the last 35 years he founded and continues to conduct the Annual Conference on World Affairs at the University of Colorado. The conference brings 100 people from all professions to the campus each year for a week long conference.

In 1946 he conducted for the U.S. Government the first training for counselors preparing them to work with inner-city drop-outs. This led to work on New Career Programs on the Oglala Sioux Indian Reservation in Pine Ridge, South Dakota. He organized and trained over 2,000 VISTA volunteers for the Office of Economic Opportunity and developed a program for the Youth Development in Delinquency Prevention Administration of the Department of Health, Education and Welfare and developed the work incentive program for the U.S. Department of Labor. He served on a continuing basis as a consultant to various federal programs. He also served a Chairperson for the Department of Sociology at the University of Colorado for a four year period.

LARRY HOLLIDAY

Mr. Holliday is a Senior Consultant for CETA-Related Activities, Federal Relations Unit, for the Colorado Department of Education. From 1976-78 he was the Associate Director of the Teacher Corps project at Loretto Heights College in Denver, Colorado.

Prior to working for Teacher Corps, Mr. Holliday was Director of the University Year for Action, Johnston College, where among other duties he was responsible for the development of community and academic resources for Action projects, maintenance of effective public relations and communication with members of local communities served by Action volunteers. His volunteer and community work includes council member, Denver Anti-Crime Council, Oregon State Penitentiary counselor, as well as many others. Mr. Holliday earned his Master of Science Degree at the University of Oregon in Interdisciplinary Studies/Juvenile Corrections.

PATRICIA JEFFERSON

Ms. Jefferson is currently the Special Assistant to the Director of the Youth Development Bureau within the Administration for Children, Youth and Families, Department of Health, Education and Welfare. She is a graduate of Shaw University in Raleigh, North Carolina, where she received a Bachelor of Arts degree in Behavioral Sciences from the School of Urban Sciences.

Ms. Jefferson has had considerable experience in areas related to youth. She was previously a counselor in the Neighborhood Youth Project, a VISTA Volunteer in a pilot Urban and Rural Special Emphasis Program, and a field representative and trainer with VISTA. Also, she sponsored demonstration projects while at Shaw University, and is a former Assistant Director and Director of adult and juvenile corrections programs.

BETTY K. MARLER

Ms. Marler is currently doing graduate work at the University of Denver in the Graduate School of Social Work and Public Administration. She received her Master Degree in American History from Colorado State University.

Ms. Marler's past work experience includes directing the Teacher Corps Youth Advocacy project at Loretto Heights College in Colorado during the 10th and 12th Cycles in addition to serving as a Team Leader for this Teacher Corps project. Ms. Marler was the Board Chairperson for the Teacher Corps Youth Advocacy Loop from 1976-78. She has held the Assistant Directorship at the Loretto Heights College for the University Without Walls Program and she brings expertise from her roles as an Educational Administrator in Littleton, New Hampshire and a teacher in the Jefferson County Public Schools in Lakewood, Colorado.

Ms. Marler has skills and special interests in training, organizational development and human services delivery systems. She has been active in the efforts of adult and youth corrections reentry/transitional services and community alternatives to incarceration and in alternative education. She is a member of the American Correctional Association.

EMILY MARTIN

Emily Martin is the Director of the Special Emphasis Program in the Office of Juvenile Justice and Delinquency Prevention. She received her Master of Social Work Degree from the University of Chicago, School of Social Service Administration in 1956.

Her former work experiences include Deputy Regional Director, Community Relations Service, Department of Justice; Director of Staff Development, Hamilton County Public Welfare, Cincinnati, Ohio; Chief of Community Development, Community Relations Service, Department of Justice; and Community Unit Director of the Chicago Commission on Youth Welfare.

Ms. Martin developed training materials on case work, protective services and social services.

HERMAN W. MEYERS, JR.

Dr. Meyers is currently a faculty member of the University of Vermont and works half time as the Documentor/Evaluator of the Teacher Corps Youth Advocacy Loop. In this Documentor/Evaluator role he is involved in needs assessment, documentation, data collection and analysis, inter-project communication and information systems. He was formerly the Director of the Teacher Corps Youth Advocacy project at the University of Vermont from 1974-78.

Dr. Meyers received his Doctorate Degree from the University of Connecticut in 1971 and his Master Degree from the University of Connecticut in 1968. Dr. Meyers has received several honors and awards which include Outstanding Senior Man from Montclair State College in 1965, Who's Who in American Colleges and Universities in 1965, and was a College Ambassador to Finland, Experiment in International Living in 1964. He is a member of Phi Delta Kappa at the University of Connecticut.

BONNIE MYLES

Bonnie Myles ia a 16-year-old girl who was chosen as the subject for a case study for use in the Networking for Interagency Collaboration Conference because of her considerable experience with the social service agencies in the Phoenix area. At the time of the filming of the case study, Bonnie was residing at her family home which is located in a predominantly lower socioeconomic area of Phoenix, Arizona, in which residents are racially mixed.

After Bonnie's initial referral due to an unstable home situation caused by many factors, she had contact with a series of social service agencies. At the time of the filming she was enrolled in Bostrom Alternative Center for Education and was working part-time through the CETA I program.

TERESA SALAZAR

Dr. Salazar is a Legislative Aide for the State of New Mexico. She was previously the Director of the Southwest Bilingual Education Training Resource Center at the University of New Mexico in Albuquerque and her previous working experiences include extensive work in the field of bilingual education.

She received her Doctorate in 1975 from the University of Northern Colorado in Greeley with her areas of specialization being in Administration and Bilingual Education. In 1971 she received her Master Degree from Northern Montana College in Havre. Her area of specialization was Early Childhood Education.

A sampling of her publication topics includes bilingual education, early childhood education, bilingual curriculum development, and child abuse and neglect. She was named an "Outstanding Young Woman of America" in 1976 and was given a "Teacher of the Year Award" in Denver in 1969.

WILLIAM L. SMITH

Dr. Smith became the Acting Director of Teacher Corps in 1971 and the full-time Director in 1973. He is also Head of the Teacher Education Policy Group for the U.S. Office of Education and is responsible for the formation of the Forum of Educational Leaders. Dr. Smith received his Bachelor of Arts Degree at Wiley College in Marshall, Texas, his Master of Education Degree at Massachusetts State Teachers College in Boston and his Doctorate at Case Western Reserve University in Ohio. He holds honorary degrees from the University of Hartford and Boston State College.

Dr. Smith has also worked as a social worker, teacher, guidance counselor, assistant principal and principal. He served as Head of PACE, Program of Action by Citizens in Education, a non-profit organization for improving education that is centered in Cleveland, Ohio. In 1969 he went to Washington where he served as Division Director and Associate Commissioner for Education for the Bureau of Educational Personnel Development and Associate Commissioner for Career Education before becoming the Director of Teacher Corps.

Since this conference Dr. Smith was appointed U.S. Commissioner of Education and served in that capacity until the inception of the new U.S. Department of Education. Currently he is Administrator of the Overseas Dependent Schools.

ROBERT T. STOUT

Dr. Stout is presently the Dean of the College of Education at Arizona State University. Before taking this position he was the Dean of the School of Human Development and Community Services at California State University at Fullerton. Dr. Stout received his Doctorate in Education in 1966 from the University of Chicago and his Bachelor of Arts Degree in English in 1959 from Carleton College in Northfield, Minnesota.

Included among the educational boards Dr. Stout has served on are the California Council on the Education of Teachers and the California Commission for the Reform of Intermediate and Secondary Education. He is a member of the American Sociological Association, the American Association of School Administrators, Phi Delta Kappa, and the League of Women Voters. Dr. Stout's involvement in writing publications, technical papers and other papers is extensive.

CLARENCE C. WALKER

Mr. Walker has worked in the U.S. Office of Education since 1966. He is currently the Educational Specialist, coordinating the Youth Advocacy Projects for Teacher Corps.

He was formerly Director of a school for delinquent boys, the Otisville Training School, in the Department of Social Welfare for the State of New York. As a public school educator, Mr. Walker maintains professional credentials in Georgia, Florida and New York, both as administrator and principal. He has been Educational Advisor for such federal programs as the Civilian Conservation Corps. Hailing from Florida where he graduated from high school, Mr. Walker later attended Morehouse College in Atlanta, Georgia and went on to do post-graduate work at New York University. In addition to an ongoing list of involvements, he has contributed articles to several publications relative to Social Welfare issues.

VIVIENNE F. WILLIAMS

For the past four years Ms. Williams has been the Project Director/Executive Secretary of the Teacher Corps Youth Advocacy Loop. Her previous work experience includes Field Coordinator and Assistant Director of the Teacher Corps project at Arizona State University, Coordinator of Adolescent Education at Camelback Hospital in Phoenix, itinerant teacher for the Cudahy School District in Wisconsin, and Director of Ancillary Therapies at St. Louis State Hospital.

Ms. Williams has done post-graduate work through Arizona State University, Marquette University, and the University of Wisconsin. She did her graduate work at St. Louis University and her undergraduate at Webster College in Webster Groves, Missouri.

Ms. Williams is a member of the following organizations: Council for Exceptional Children, Council for Administrators and Special Education, Council for Children with Behavioral Disorders, and Teacher Education Division.

F. INTERAGENCY TASK FORCE
TEACHER CORPS YOUTH ADVOCACY LOOP

Art Brill, Institutional Coordinator
Teacher Corps Project
Indiana University
Indianapolis, Indiana

Alan Brown, Director (Chairperson)
Teacher Corps Project
Arizona State University
Tempe, Arizona

Irv Levy, Director
Teacher Corps Project
Indiana University
Indianapolis

Irene Mehnert, Director
Teacher Corps Project
University of Maine/Orono
Orono, Maine

Harry Thompson, Director
Teacher Corps Project
University of Vermont
Burlington, Vermont

G. PROCESS FOR THE PREPARATION OF LOCAL SITES

This training will occur simultaneously at ten sites throughout the nation. Each site will participate using local resources and persons. While much of the conference will be directed from the central broadcast location in Denver, Colorado, a substantial portion will occur on site. Thus, it is necessary for each Youth Advocacy Project team to prepare their respective site for the training.

Building an interagency community network is one of the primary conference goals. By having representatives of local youth serving groups participate, this network can be identified and steps planned for formation and implementation of a local network. Your task is to identify the components (agencies) of the network and recruit them to attend this working conference. You want agencies which provide the most relevant services to youth in trouble in school. Logically, you need to follow these steps:

1. Identification of Youth Problems

By examining the school population within your youth advocacy program, you can determine the kinds of problems they are facing. Most of you already have done an assessment of problems and you know that youth are in trouble in a variety of ways resulting from a variety of causes. Some have dropped out, others use and abuse drugs and alcohol, some want to work but are unemployed, others underachieve, some are violent and vandalize, others form a delinquent subculture and there are those who have become pregnant, or emotionally disturbed or physically handicapped. You need to assess these problems in the schools or institutions in which your project operates.

2. A Needs Assessment

Once you know which problems are present for your youth, a next step is an assessment of needs. What do they need in order to resolve, prevent, or minimize these problems? Do they need counseling, foster care, work-study, alternatives, a different career access, day care for their children, family counseling, youth employment, peer support programs, student initiated activities, a different curriculum? Do they need only a few or many of these services and what is the priority or ranking of these needs? You should establish that list in rank order.

3. Resource Inventory

Following the problem identification and the needs assessment, the next step is a resource inventory. Which agencies in your local community or within the state system provide services to youth that meet the needs as you see them? Make a list of all those resources. List public and private agencies, organizations, associations, and people. Prioritize that list, relating it to your list of needs. Select the ten most promising agencies or other resources.

4. Meet with the Heads of these Agencies or the Key Person

In a face to face meeting, sit down with the agency head or a key person in those resources not identified as an agency. Discuss the Youth Advocacy project. Enlist their interest and support. Explain the October conference and personally invite them to attend. Be clear about their roles and your expectations. Obtain their commitment to attend. You may want to ask two persons from each agency; the head of the agency and a service worker. Make sure you get a person who can make agency commitments. Emphasize that this is a working conference.

H. AGENCY PERCEPTION CHECK

Description

For the opening training experience, an agency perception check will be conducted. The Youth Advocacy project will have invited representatives from up to ten youth serving agencies to attend this conference. Agencies can run the gamut from private to public, voluntary to bureaucratic. Each have services to offer youth in trouble.

In this exercise, each representative is asked to record on newsprint certain perceptions about one other agency represented at this session. In this way each agency will be described by a staff person from a different agency. The sheets are placed on the walls of the meeting room. No discussion can occur between the person recording the perceptions and the agency representative until the exercise is completed. After the check sheet has been filled out, the person representing the agency goes to the paper and makes corrections, if there are errors in perception about the agency. Then the two talk about the corrections.

Finally, each trainee reads the newsprint charts on the wall, which record data about all other agencies. The sheet is constructed as follows:

Sample Check Sheet

AGENCY PERCEPTION CHECK

Agency Name: _____

Mandate: _____

By what authority is mandate given: _____

Services provided to youth: _____

_____

Eligibility requirements/fees: _____

_____

(Space for corrections of any of the above items, if needed)

Objectives

This exercise provides an opportunity for each trainee to learn about other youth serving agencies. Training objectives are:

1) To spontaneously provide and gain information about other social service agencies.
2) To learn about misperceptions held about the work of other agencies.
3) To correct misperceptions, if any.
4) To open lines of communication with other youth serving agencies.
5) To form personal contacts with other agency staff.

Methods Used

This exercise is participatory. Each agency representative engages in two major activites.

1) Each person is asked to fill out a check sheet (described earlier) providing information about another agency.
2) Each person corrects his agency's check sheet, if necessary, thus providing accurate data about the agency.
3) The two persons discuss the corrections.
4) Each person reads the check sheets of all other agencies.

Anticipated Outcomes

This exercise should result in these outcomes:

1) Fact gathering about agencies.
2) Improved perceptions about other agencies.
3) Increased communication between agency representatives.
4) Improved and accurate use of agencies within the social service network.

Rationale

This exercise provides a reality experience. Many agencies are isolated within the social service network. Others do not know about them or hold inaccurate perceptions about their services, mandates and eligibility. Because of this misinformation, some improper referrals are made. When proper services are not provided to the referred client, hostile and defensive behaviors result. Barriers are built between agencies and communication is distorted or discontinued. This nonthreatening exercise points up the need to have clear and correct information about all agencies within the social service network.

I. NETWORK PLANNING PROCESS

Review

A filmed lecture has provided a theoretical framework for the networking activities occurring during the training process. A videotaped case study has presented data for all trainees. Participants, working as a team, have developed short- and long-term plans for the specific youth presented in the case which, for practice purposes, commit the services of appropriate agencies. The case study part of the exercise is now complete.

Description

The participants now move from a training to a proactive "real world" stance. Schools within the sites are all dealing with populations of troubled youth. Participants now work as a **team** to develop a plan for interagency cooperation in the future. The **team** holds an organizing meeting.

Objectives

1) To identify services needed for the troubled youth population within a comprehensive framework.
2) To identify resources provided by agencies within the site area.
3) To list names of agencies which could make up an interagency network for future interagency cooperation.
4) To identify agencies which are not represented at the training site.
5) To develop a plan for a future meeting of the interagency network.
6) To identify:
   a. Convener
   b. Recorder
   c. Date and place of next meeting
7) To develop an agenda for the first meeting of an Interagency Service Network for Troubled Youth.
8) If an interagency service network for troubled youth exists, the team may develop a plan to work through existing networks.

Methods

1) Convene as an interagency planning team.
2) Utilize the objectives' list as an agenda.
3) Complete a planning responsibility chart (Attached).

Anticipated Outcomes

This work should result in the following:

1) A **team** committed to holding a future meeting to begin the interagency network development process. The team should have a convener, recorder, and meeting time, date and site.
2) A list of the proposed interagency network members.
3) A list of needs/resources.

Rationale

The exercises in the training experience have provided an opportunity for team work and improved interagency continuity and collaboration. This **team** work now provides a real opportunity for the future ongoing development of an interagency social service network for troubled youth in the area, with the schools as members.

Draft — May 1979

PUBLIC SERVICE SATELLITE CONSORTIUM

A National Satellite Network Service
for
Teacher Corps

This is an Agreement between the Public Service Satellite Consortium and the Arizona State University for Teacher Corps.

I. The Public Service Satellite Consortium will:
   A. Acquire transponder time on WESTAR I for two hours each on two days in September, 1979, for a total cost of $680, based on current tariffs, and assuming the time to be specified will apply to tariffs for "daytime" services.
   B. Arrange a satellite uplink service by the Rocky Mountain Broadcast Corporation in Denver, Colorado, for a total cost of $400, based on current rates.
   C. Arrange for the use of PCCS's telecast studio and production facilities in Denver, Colorado, for a total cost of $790, which includes:
      1. Two camera operation,
      2. 3/4" videocassette feed,
      3. Studio set-up and design,
      4. Technical direction,
      5. On-camera telephone interaction,
      6. Technical crew,

      for no more than 5 program participants.
   D. Arrange for the use of earth stations and audience viewing with telephone talk-back for a maximum of 15 people at each of the WESTAR-equipped Public Television Stations in the following cities:
      1. Phoenix, Arizona
      2. Atlanta, Georgia
      3. Dallas, Texas
      4. Burlington, Vermont
      5. Orono, Maine
      6. Toledo, Ohio (59 miles from Rochester, Michigan)
      7. Medford, Oregon (160 miles from Eugene, Oregon)
      8. New Orleans, Louisiana (144 miles from Mobile, Alabama)
      9. Indianapolis, Indiana
      10. Huntington, West Virginia (60 miles from Charleston).

      The services of any of these stations are contingent upon the availability of facilities for the dates and times yet to be specified.

      Total estimated cost for these facilities is $3,735. Costs may differ based on the nature of the telecast and/or the affiliation of the Public Television Station. This estimate reflects a combination of fixed rates and estimates to the National Satellite Network on behalf of past or present NSN clientele.
   E. Charge a coordination fee of $720 for this event.

The estimated sum-total of A through F is $6,325.

II. Teacher Corps will:

A. Provide live and/or pre-recorded (3/4" videocassette) materials for broadcast.

B. Grant the PSSC exclusive responsibility for the technical and financial coordination of this event as specified in I. A-D above.

C. Reimburse the PSSC for all costs incurred in the delivery of services, including:

1. Charges incurred from common carriers for the distribution of the signal,
2. Charges incurred from the use of facilities and personnel at all points along the network,
3. Charges incurred as penalty for booking of services and subsequent cancellation.

D. Reimburse the PSSC for all costs incurred through additions of changes to I. A-D which may be requested by Teacher Corps.

PLEASE SIGN ONE COPY AND RETURN
TO THE DENVER OFFICES OF THE PSSC.

For Teacher Corps:	For the PSSC:
_____	_____
(Name)	(Name)
_____	_____
(Title)	(Title)
_____	_____
(date)	(date)

CLARIFICATION LETTER

June 4, 1979

Dr. Alan Brown
Director, Teacher Corps
Arizona State University
Tempe, Arizona 85281

Dear Alan:

Thank you for the opportunity to meet with members of the Youth Advocacy Loop and consultants in Keystone last week. I feel the planning meetings were very productive from the point of view of marrying satellite technology with the goals and objectives of the Loop. I look forward to working with you towards a successful videoconference in October. The Youth Advocacy Loop is the kind of valuable human-service endeavor that lends particular merit to the application of satellite technology.

In Keystone we accomplished much in the way of refining the technological parameters of the videoconference, and I would like to go over those parameters in this letter, to ensure our mutual understanding and highlight those areas where further development is necessary.

1. WESTAR I is available on October 25 and 26. As per the agenda I received before leaving Keystone, the following times for broadcast are desired:

   October 25: 1230-1330 Eastern time.
   October 26: 1130-1430 Eastern time, and 1800-1830 Eastern time.

   (Our dealings with commercial satellite carriers occur exclusively in Eastern time.)

   We need to make a commitment on these times as soon as possible, for the evening hours are "prime time" and demand is high.

2. KAET-TV Phoenix will provide pre-recorded materials for inclusion in the videoconference program. Ted and I spoke briefly about the availability of 2" or 4" videotape formats and I have since broached the subject with technicians from the Rocky Mountain Broadcast Corporation. If they have a choice, they opt for the 2" format.

   It is also requested that pre-recorded materials be made available to PSSC at least one week in advance of the event. This will allow PSSC and RMBC to preview the material and ensure its readiness for broadcast.

3. PSSC and RMBC will accommodate your broadcast cooperatively. PSSC will provide a studio, conference room, and all technical personnel and materials; RMBC will provide the tape/live switching and the actual uplink to WESTAR I.

   The actual number of participants to be on-hand in Denver is, I understand, still undetermined. Ted and Ann mentioned during their visit to our offices on Friday that a "second panel" may be on-hand and would require both a viewing facility and some means of interaction with the panel on-camera. All these details need to

be locked-in before an accurate cost figure for this segment of the technical network can be determined.

In addition, production requirements are still ambiguous. The PSSC will provide a "producer" in the technical sense of the term: someone who will prep the studio, ensure operability of all the hardware, supervise cameramen, and coordinate between PSSC and RMBC. However, this producer will not "direct" your program in terms of constructing a shooting script or cueing actors. Ted and I also talked briefly about the possibility of his being on-hand in Denver to fulfill these directorial duties. Ted will have the advantage of being intimately familiar with program content and objectives and I do not believe it would be difficult to interface our technical producer with a program director of Ted's calibre.

4. The interactive portion of your videoconference needs to be firmed up. We had discussed two possibilities for handling the phone-in portion of your program. I now understand that off-camera participants in the PSSC conference room might provide another source of interaction. It is important that the manner of handling all the interaction be firmly determined and, if possible, scripted (in terms of time and sequencing) before the broadcast. Also, if interaction will be required between viewers in PSSC's conference room and the panelists in the studio, we need to look at acquiring whatever hardware might best meet the need. (Currently a telephone "comline" links the two facilities.)

5. PSSC is to make a broadcast-quality videotape recording of the entire satellite broadcast (4.5 hours).

6. The following services are required of the PTVs who will host your site audiences:
   a. A room or studio capable of handling up to 15 people for two full days of work-shop interspersed with satellite broadcast monitoring.
   b. A videocassette (3/4") is to be made of the satellite broadcasts at each site (to be purchased and carried out by the participants).
   c. Videotape (3/4") playback facilities for local viewing of the "Case Study" is required at all remote sites.
   d. Two hours of non-broadcast videotape recording of the site participants during the "Case Planning Process" on the first day is desired. (Again, tape to be purchased and carried out by the participants).

   Of the services listed above, (b) and (c) were not a part of our initial or follow-up cost inquiries to the stations. We anticipate both services will incur additional expense.

7. Participation of the Eugene, Oregon and Mobile, Alabama projects has not yet been determined.

8. Jackie, from the Rochester, Michigan project was not certain travel to Toledo, Ohio would be possible.

As was noted at the planning meetings, we look forward to having these technical parameters defined by mid-July. In the meantime, Alan, if the description of services and facilities I have provided are incorrect or incomplete, or if you have definitive answers to some of the items I describe as being not yet in place, please let me know.

Before I left Keystone you mentioned you might be able to come to Denver to discuss these details with our staff. I hope that you will be able to do so. If you determine that Ted should direct the program in October, it might be advantageous for him to visit as well.

Again, thanks for allowing me to participate in your Keystone planning meetings. Dr. Bransford will be calling you sometime in the near future to discuss the meeting on June 28.

Sincerely,

Doug Widner
Network Assistant

cc: Lou Bransford, PSSC
Dail Ogden, PSSC
Jean Braunstein, PSSC

FINAL AGREEMENT

A National Satellite Network Service
for
The Teacher Corps Youth Advocacy Loop
27 June 1979

This is an Agreement between the Public Service Satellite Consortium and the Teacher Corps Youth Advocacy Loop.

I. The Public Service Satellite Consortium will:
   A. Acquire a transponder on WESTAR I:
      1. on October 25, 1979, from 1200-1330 Eastern time,
      2. on October 26, 1979, from
         a. 1100-1430 Eastern time, and
         b. 1730-1830 Eastern time.

      Total cost: $980.

   B. Arrange through the Rocky Mountain Broadcasting Corporation for:
      1. uplink from the PSSC studio,
      2. uplink from 2" videotape, and
      3. record 4.5 hours of broadcast on 3/4" videocassette (for purchase by Teacher Corps).

      Total cost: $484.

   C. Arrange for the use of the PSSC telecast studio and production facilities, including:

      1. studio set-up and strike (7 person maximum on-camera),
      2. technical direction,
      3. technical crew,
      4. two camera operation, and
      5. on-camera telephone interaction.

      Total cost: $790.

   D. Arrange for the use of the Denver Regional Council of Governments Conference Room (in PSSC's building) for a maximum of 20 people, all day 25 and 26 October 1979, with television monitoring and telephone.

      Estimated cost: $100.

   E. Arrange for the use of earth stations providing the following services:

      1. a room or studio in conference-style arrangement capable of accommodating up to 20 people on 25 October 1979 from 1030-1830 Eastern time, and on 26 October 1979 from 1100-1845 Eastern time, for workshop and discrete monitoring of 4.5 hours of WESTAR I signal (non-broadcast mode),
      2. videocassette (3/4") playback facilities for closed-circuit monitoring of a videotape to be provided by a designated participant (25 October).

In addition, the following services may be requested at the option of respective Project Directors in the involved locales:

3. 3/4" videocassette recording of WESTAR I signal for carry-out by designated participant. (One hour of satellite feed on 25 October, and 3.5 hours of satellite feed on 26 October 1979.)

4. 3/4" videocassette recording (live) of participants involved in two hours of "work-shop" (25 October). Tape to be carried-out by designated participant.

These services are solicited at stations located in the following ten cities:

a. Phoenix, Arizona (KAET)
b. Atlanta, Georgia (WCLP)
c. Dallas, Texas (KERA)
d. Burlington, Vermont (WETK)
e. Orono, Maine (WMEB)
f. East Lansing, Michigan (WKAR)
g. Salem, Oregon (via OEPBS from Portland)
h. Bloomington, Indiana (WTIU)
i. Huntington, West Virginia (WMUL)
j. Pensacola, Florida (WSRE)

The services of any of these stations 1 and 2 is $3,735. Services 3 and 4 will incur added expense at the approximate rate of $300 per service, per site (or $6,000 for services 3 and 4 at all 10 sites).

Costs may differ based on the nature of the telecast and/or the affiliation of the Public Television Station. These estimates reflect a combination of fixed rates and estimates to the National Satellite Network on behalf of past or present NSN clientele.

F. Charge a coordination fee of $720 for this event.

THE ESTIMATED SUM-TOTAL OF A THROUGH F ABOVE (INCLUDING OPTIONS E. 3-4) IS $12, 809.

II. Teacher Corps Youth Advocacy Loop will:

A. Provide live/pre-recorded (2" videotape) materials for broadcast.

B. Grant the PSSC exclusive responsibility for the technical and financial coordination of this event as specified in I. A-E above.

C. Reimburse the PSSC for all costs relating to the delivery of services (I. A-E) including:
1. coordination fee,
2. charges incurred from common carriers for the distribution of the signal,
3. charges incurred from the use of facilities and personnel at all points along the network,

4. charges incurred as penalty for booking of services and subsequent cancellation.

D. Reimburse the PSSC for all costs incurred through the addition or change of services at the request of the Teacher Corps Youth Advocacy Loop.

PLEASE SIGN ONE COPY AND RETURN TO THE DENVER OFFICES OF THE PSSC.

For Teacher Corps Y.A.L.:	For the PSSC:
_____	_____
(name)	(name)
_____	_____
(title)	(title)
_____	_____
(date)	(date)